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A Review of Motivation and Management of Helpline Volunteers within Charity A

Dissertation submitted in partial fulfilment of the requirements for the MA HRD

Middlesex University

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1. Executive Summary

Charity A is a charitable organisation which helps men who have been sexually violated (either as a child or adult) and raises awareness of their needs. It delivers this through the provision of a helpline run by volunteers, a dedicated counseling service and by advocating the needs of men who have experienced sexual violation. The author is a trustee on the board of directors and is currently leading a strategic review for the organisation.

During the course the strategic review it was identified that the volunteer management strategy and practice was in need of evaluation, as it was unclear at board level what initiatives were place relating to volunteer management. As a result the organisation is currently not aware of whether the volunteer organisation is going to operate or develop in 2010/11 and beyond and further how it would achieve such operation or development. Gaining an understanding of what motivates helpline volunteers to participate was considered to be a key consideration.

The objective of this paper is provide recommendations for Charity A, that can be realistically considered for implementation and applied in the organisational strategy development in relation to the helpline volunteers. The volunteer resource for this charity is their human resource, this study seeks to understand the applicability and suitability of HRM/D concepts to the management of volunteers.

The methods used in gathering data and making recommendations for this research include quantitative and qualitative surveys, incorporating descriptive and analytical elements, interviews, systematic and participative observation. In order to build realistic recommendations and a holistic perspective, participation from board members, volunteers and the volunteer manager was encouraged.

The literature review includes aspects of volunteerism such as how it sits within the United Kingdom, definitions and their implications, application of HR theories to volunteerism, current best practice in terms of volunteer management and an exploration into the field of volunteer motivation.

Considerations of relevant literature and the results of research led to the conclusion:

- ▶ Volunteer management appears to be emergent as opposed to strategic in nature
- ▶ There is no current volunteer management strategy
- ▶ There are no formal initiatives to consolidate information leading to regular monitoring and improvement of recruitment, retention, engagement, volunteer motivation and learning and development.
- ▶ Volunteer motivation is not considered on a formal or board level

The impact of this is this approach to volunteer management is that no-one in the organisation can foresee how or if the volunteer organisation is going to develop or mitigate risks in the future. The recommendations seek to address these issues.

The recommendations highlight areas where initiatives are needed and provide some implementable options, however, they are for consideration purposes only. A final approach to building a new volunteer strategy and strengthening volunteer management practice whilst incorporating the motivations of volunteers should be agreed at board and management level after the 2010/11 organisational strategy is finalised.

The primary recommendations are as follows:

- A volunteer organisational strategy is designed and implemented
- A formal volunteer management toolkit is implemented. Development of formal initiatives leading to regular monitoring and improvement of volunteer recruitment, performance, retention, engagement, motivation and learning and development.

2. Introduction

Volunteer motivation, management and retention has been a growing academic area since the 1970's with initial observations and theories drawn by Pitterman (1973), Tapp & Spanier (1973) and Howarth (1976) as cited by Esmond & Dunlop (2004) and is currently a "hot topic" providing that "never before has the UK government directed such attention to volunteering, or invested so heavily in initiatives to promote it" Low et al (2007).

Volunteer management as an academic discipline has its roots in the theories and fields of HRM, HRD, general management and psychology. Volunteer management has evolved now into a profession in its own right and there are numerous courses promoting learning and development in the field. Courses available in volunteer management include the certificate in Excellence in Volunteer Management Programme (EVM affiliated with Volunteering England, day courses run by the Institute for Advanced Volunteer Management (IAVM) affiliated with the Community Service Volunteers (CSV) and a Level 3 NVQ in The Management of Volunteers accredited by the Institute of Leadership & Management (ILM). There are numerous other certificates from differing institutions however volunteer management is not yet an area where higher education awards are yet given.

Organisations can now gain accreditation for their volunteer management. (Investing in volunteers, IiV). Online groups, discussion pages and forums are starting to emerge including Association of Volunteer Managers (set up 2006) and UK Volunteer Manager, UKVPM, forum comprising of 1257 members (set up 1999) and software is being developed to aid volunteer managers (managers of volunteers) in their daily tasks (Myvolunteer and Volunteer Impact). The consideration of volunteers as a strategic human resource and ensuring that they are managed appropriately is becoming mainstream within the sector.

2.1. Organisational Background

The organisation that I have conducted research with, for the purpose of this dissertation wishes to remain anonymous therefore will be referred to as Charity A, throughout this piece of work.

Charity A helps men who have been sexually violated (either as a child or adult) and raises awareness of their needs. It delivers this through the provision of a helpline run by volunteers, a dedicated counseling service and by advocating the needs of men who have experienced sexual violation. Charity A is a small charitable organisation with 2 full-time managers, 1 part-time admin staff, 13 helpline volunteers and a number of contracted counsellors. The helpline service is supervised by one of the paid managers and operated solely by volunteers. The helpline is open for service three nights per week between 7 and 10 pm. The author has been a trustee on the board of directors since October 2009.

2.2. Case Study: Helpline Volunteers at Charity A

Expansion of the service is currently under discussion at trustee and management level. A secondary helpline is currently in pilot stage and the opening of the service at other times are the subject of strategic planning for 2010/2011. If either of these service elements are approved and expanded then this brings implications for workforce planning and organisational development. Ensuring that the right cultural foundations are in place before expanding or looking at business development is critical, especially in reference to the turbulent leadership at trustee level and organisational issues in the past few years.

There have been many positives in the past year. Management activities in 2009 saw the improvement of the induction programme, new approaches to recruitment and the introduction of group supervision for the volunteers. Consideration of the professional aspect of the helpline service and the people working upon it is clear. Charity A is now at the stage to reflect on what has been achieved over the past year and what should be

included in the overall organisational development strategy in terms of the volunteer workforce for 2010/2011.

2.3. Problem Definition

There is no volunteer management strategy in place, this has been confirmed by the members from the board of trustees, daily management team and volunteer workforce. Subsequently it was unclear what initiatives were place relating to regular monitoring and improvement of volunteer recruitment, retention, engagement and organisational development. Charity A is unaware of what motivates its helpline volunteers to volunteer. The consequence of these issues is that the organisation is not aware of whether the volunteer organisation is going to operate or develop in 2010/11 and beyond and further how it would achieve such operation or development.

2.4. Aims, Objectives, Rationale and Structure

The aims and objectives of this research is to provide a paper with recommendations for Charity A, that can be realistically considered for implementation and applied in the organisational strategy development in relation to the helpline volunteers.

The rational of this paper, to support the aims and objectives is to seek to understand:

- ▶ What motivates Charity A's 'helpliners' to volunteer
- ▶ The current volunteer management practice employed and comparison to sector findings of volunteer management
- ▶ Whether volunteer involvement in developing the organisation is desired

The findings and conclusions drawn by the consideration of academic and sector theories , data and best practice will then be considered when designing Charity A's development strategy. The intention is that this will help to ensure that volunteer motivation is a integral component of the new strategy.

3. Literature Review

Volunteer motivation, management and retention has been a growing academic area since the 1970's with initial observations and theories drawn by Pitterman (1973), Tapp & Spanier (1973) and Howarth (1976) as cited by Esmond & Dunlop (2004) and is currently a "hot topic" providing that "never before has the UK government directed such attention to volunteering, or invested so heavily in initiatives to promote it" Low et al (2007).

Multiple approaches to understand volunteer motivation and management with clear roots in HRM & HRD, which also incorporate other disciplines such as psychology and business management, have developed since the late 1970's. These include the application of Herzberg (1966) and his Motivational-Hygiene Theory to the concept of volunteer motivation by Gidron (1978), studies of demographic differences and relationship volunteer motivation/participation Fischer, Rose & Schaffer (1993), Bramwell (1994), Esmond (2001), Low et al (2007), the development of inventories of volunteer motivation Clary & Snyder (1999), McEwin & Jacobsen-D'Arcy (2002), Esmond & Dunlop (2004), Brudley & Meijs (2009)

These theories and findings have contributed to the steady emergence and development of best practice models which include Gaskin's (2003) eight pressure points and NCVO's (2008) National Occupational Standards for the Management of Volunteers.

The aim of this literature review is to understand this current and past academic theory, its development, context and application over the past twenty years, with specific regard to the motivation to volunteer, volunteer satisfaction and management.

This has relevance for organisations which use volunteers when considering the approach to be taken for their organisational development and volunteer management, as referred to by Mayer et al (2007). In order to achieve clarity, the review has been split into the following sections:

- Relevant Definitions and Implications
- The Context and Importance of Volunteering in the UK
- Motivation to Volunteer
- Volunteer Recruitment through Request
- Applying HRM/D theory to Volunteer Management
- The Volunteer & Organisational Culture
- Volunteers and the Psychological Contract
- The Volunteer and Importance of Role Identity and Organisational-Based Self-Esteem
- Employee Engagement, Satisfaction & Commitment
- Retention through Engagement: The Role of Volunteer Management
- Sector Research and Best Practice

3.1. Relevant Definitions and Implications

Helping Out: A national survey of volunteering and charitable giving (Low et al 2007) , was prepared for the Office of the Third Sector in the Cabinet Office by the National Centre for Social Research and the Institute for Volunteering Research (IVR). They measured that 39% of the 2,156 study participants had volunteered formally on a regular basis (once a month+) in 2007. It defined volunteers as:

‘individuals who spend time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives’.

This definition does not distinguish between formal or informal volunteering therefore the following was developed for survey purposes to define formal volunteering:

‘Giving unpaid help through groups, clubs or organisations to benefit other people or the environment.’ ‘Giving unpaid help as an individual’ was regarded as informal volunteering. Informal volunteering could therefore be interpreted to include activities such as volunteering to do the weekly shop for an elderly relative or babysitting a relative.

Differences in these definitions clearly have major implications for the statistics measuring levels of volunteering. These implications are being realised by researchers within the not for profit field. In a definition briefing by NfpSynergy researcher Jonathan Baker suggests that “the Government’s current Citizenship Survey over-estimates the number of volunteers in England and Wales - which may well mask a failure to increase levels of volunteering, despite the Government’s focus on, and high level of investment in, this area.”

The definition of formal volunteering was considered in the 2007-2008 National Survey of Volunteering and Charitable Giving by the Department of Communities and Local Government (DCLG) it used the the following definition shared with the 2005 Home Office Citizenship Survey.

‘Formal volunteering is defined as unpaid help given as part of a group, club or organisation to benefit others or the environment. Informal volunteering is defined as unpaid help given as an individual to someone who is not a relative.’

The DCLG measured that in 2007, 29% of the population volunteered on a regular and formal basis, whereas in ‘Helping Out: A national survey of volunteering and charitable giving’ prepared for the Office of the Third Sector, cites levels at 36% thereby illustrating the impact of differences in definitions to levels of volunteering participation. When using the word volunteering in this research, reference is being given to the definition of formal volunteering above by the DCLG.

3.2. The Context and Importance of Volunteering in the UK

“Volunteering is higher on the public policy agenda than ever before and governments of all political persuasions are courting it as a solution to some of the major economic and social problems of our time,” The Commission on the Future of Volunteering (2008).

Volunteering contributes an estimated £22.5 billion on an annual basis to the UK economy, with an total time-based measure of 1.9 billion volunteer hours (*figures taken from a Institute of Volunteer Research press release - February 2009*) When reviewing the literature on volunteering to see if there were any specific studies relating to the types of formal volunteering undertaken in the UK, it is clear that much work has been done to identify and categorise areas and levels of volunteering participation (Institute for Volunteer Research, NCVO, Volunteering England and several governmental departments.) In *Helping Out: A National Survey of Volunteering and Charitable Giving* (Low et al 2007) thirteen classifications of volunteering activity were identified (see Appendix I)

The emergence of initiatives and organisations such as Volunteering England, Volunteer London (spear-headed by Boris Johnson the current London Mayor), National Council for Voluntary Organisations (NCVO), Voluntary Service Overseas (VSO), Community Service Volunteers (CSV), Institute for Volunteering Research (IVR), Timebank UK, Reach, Do-it.org and local council driven initiatives evidence an increased focus over the past decade to encourage people to volunteer in the UK. In June 2007 Baroness Neuberger was appointed as the Government's volunteering champion and is currently championing volunteer projects and publishing research in collaboration with the Office of the Third Sector. MPs and private corporations are explicitly backing projects aimed at increasing volunteer participation. The 2010 Student Volunteering Week (*organised by Volunteering England*) is being backed by numerous MPs and is sponsored by the international bank Santander. The intention of this week is to increase the profile of volunteering in education (further and higher) with benefits of volunteering being outlined and advertised. When

commenting on the initiative Dr Justin Davis Smith, Chief Executive of Volunteering England remarked:

“in these difficult economic times student volunteering has a particularly valuable role to play in developing the skills to help students gain access to employment”

The beneficial links between volunteering and employment are being highlighted currently by publications and briefings by amongst others by Volunteering England, www.do-it.org and Timebank UK. The Department for Work and Pensions (DWP) in their ‘Volunteering whilst getting Benefits’ guide posit that volunteering can “give you a better chance of getting paid work, by helping you to learn new skills, practise the skills you have ... put some volunteering experience on your CV ... show employers you can keep regular hours and stay committed to a task, meet people who can help you find paid work, have things to talk about in a job interview, and get references.”

Atkinson, Bellis & Marangozov’s (2010) (*Institute for Employment Studies, IES*) research draws conclusions from multiple pilots to help improve access to work and Adults Facing Chronic Exclusion (ACE). These include Calderdale Women’s Centre whose participants are “experiencing chronic social exclusion as a direct result of domestic violence,” ‘test-bed pilots’ where employers were encouraged to offer work trials and volunteering opportunities to offenders,” NOAH (*early intervention outreach team*) “working with those who are chronically excluded in Luton.” Their research posits that in terms of individuals classified as Adults Facing Chronic Exclusion (ACE), volunteering “worked to progress individual beneficiaries towards employment.” Supporting the IVR’s comments that ‘volunteering can help particular groups into employment, such as women (Macdonald, 1996), refugees (Stopforth, 2001) and gap-yearers (Jones, 2004).’ as cited by Hill (2009)

The current British government is seen to be, seeking to help provide for individuals to volunteer whilst in the process of seeking full time employment, with the IVR reporting that in 2009 the government “invested £8 million in a volunteer brokerage scheme for

jobseekers over the next two years and it seems whichever party wins the next general election, volunteering as a route to work will be high on the agenda.” The support and encouragement to volunteer is demonstrated in the DWP’s statement, “there are no limits on the amount of time you can volunteer for as long as you continue to meet the conditions of the benefit or tax credit you are receiving.” However the nature of regulations and governance relating to volunteerism should be highlighted, as certain classifications could be acting as barriers for potential volunteer participation.

Individuals will be classified by the DWP as volunteers in consideration of benefit and tax credits process if the following criteria are met, in that individuals;

- do not receive any money for the work you do (this does not include expenses)
- are not legally obliged to volunteer
- do something for a not-for-profit organisation
- do something for someone who is not a family member

The DWP further state that “if you’re doing what someone would normally be paid for – for example, if you’re working in a business or for a member of your family where they would usually pay someone to do the work – we will class this as unpaid work, not volunteering.” This is clearly not consistent with the definition of volunteering as per the DCLG or Home Office Citizenship Surveys.

Applying this guideline to the Cranfield Trust (an organisation which provides free management consultancy to charities) illustrates how the DWP is acting as a barrier to potential volunteers.

Charities contact the Cranfield Trust with an issue of which they would like support, this could include, ensuring that there is legal compliance with employment law to implementing a new performance management system. Support would be given by relevant consults who ‘volunteer’ their time. The DWP would classify this support as ‘unpaid work’ and would therefore cease payment of benefits if this consultant was

currently unemployed. Other governmental statistics e.g. DCLG and Cabinet Office / Office of the Third Sector would include this act within the classification of volunteering.

The UK Government is seeking to find new methods to strengthen the position and visibility of volunteering by encouraging private sector investment and involvement within the sector. It has allocated up to £50 million for distribution in a new funding method called match, which allows for funding raised by the private sector to be 'matched' from this fund. An example of this new scheme in operation can be given by the £1.48m grant awarded for a three year programme to the Lifetracks consortium (Foyer Federation, Rathbone, Skill and YouthNet). The programme focuses upon "removing barriers to volunteering for young people support and empower disabled young people to volunteer by working directly with 100 volunteer-involving organisations."

The National Council for Voluntary Organisations (NCVO) (*the largest umbrella body for the voluntary and community sector in England 7,500 members*) issued its Voluntary and Community Sector Manifesto in February 2010 in preparation for the 2010 general election. Its requests amongst others is that at least five days paid time off is permitted for volunteering activities, therefore presenting a solution to the largest cited barrier to regular volunteering, as per the 2008 Citizenship Survey (DCLG) 59% of formal volunteers gave "work commitments" as the "reason they did not participate or did not do so more often." Additional requests outlined in the manifesto include the introduction of a Community day bank holiday, 'local people should be able to see where their money is being spent and hold their council to account' and 'there must be a clear focus and accountability for the sector in government, including a department for Civil society.'

Even these activities and organisations are growing in size, numbers and connectivity it would seem that actual volunteer numbers and statistics have been relatively stagnant over the past years. A peak was evidenced in the 2005 National Citizenship Survey (UK) with 29% of the population engaging in regular formal volunteering (at least once a

month) an increase from 2001 levels of 27%. However since 2007 there has been a decline in levels of participation to 26% in 2008/9 dropping below 2001 levels.

The results of the www.do-it.org Volunteer Satisfaction Survey in 2008 highlighted a different angle in terms of volunteer levels. It found that 23% (of a 925 participant group) of potential volunteers, who had made an application to volunteer “had not been contacted despite waiting for more than 10 days for a response.” This demonstrates that there are willing potential formal volunteers who are not progressing to active volunteering due to a potential failure in administration.

In the recent IVR paper *Volunteering and employment: What is the link for unemployed volunteers?* Hill (2009) refers to the findings of the “three largest quantitative studies in the UK” (Gay and Hatch, 1983; Gay 1998; Hirst, 2001) in terms of volunteering and employment. He purports that “to date all fail to establish a direct statistical link between volunteering and job outcomes” and further argues that this “should urge us to both be skeptical as to the existence and strength of the link and also pursue fresh research in the area.” He believes “that policy makers should realign their objectives to target skills development rather than solely job outcomes” due to evidence of “hard and soft skill” development resulting from volunteering participation.

3.3. Motivation to Volunteer

“You make a living by what you get. You make a life by what you give” Winston Churchill

Levels of participation and motivation to volunteer have been analysed from different angles such as classifying participants into age Bramwell (1994) , educative (Serow 1991, UK Annual National Citizenship Surveys) and social/other demographic (US Bureau of Labor Statistics, 2005) categories. Fischer, Rose & Schaffer (1993) found that “demographic profiles show that as education, income and occupational status increase, so does the likelihood of volunteering.”

Cnaan & Goodfriend (1998) in their research 'The Performance Dilemma' concurred that "demographic variables are highly correlated with recruitment" however "do not predict volunteer commitment." These findings link to those of Dailey (1986) who found that "personal characteristics were not significant predictors of organisational commitment" both cited by Self & Walter (1999).

These research pieces have increased understanding and identified of demographical trends, related psychological barriers to participation and the effect of social exclusion on volunteer participation as demonstrated in the 'Results of the Public Consultation,' Commission on the Future of Volunteering (2008).

Social exclusion and social exclusion acting as barriers to volunteer participation were addressed in the 'Manifesto for Change' (2008) championed by Volunteering England which helped initiate and support the Commission on the Future of Volunteering. Volunteering England has now subsequently set up an Inclusion Action Group which is "actively developing more opportunities for socially excluded volunteers to get more involved and make their contribution" and ensuring a "robust" fund catered to support the access to volunteering for socially excluded groups is available.

An approach to understanding the motivation to volunteer has been emerging since the early 90's, which has seen academic efforts channeled into developing inventories or conducting studies which categorise components of the motivation to volunteer, Clary & Snyder (1992 & 1999), McEwin & Jacobsen-D'Arcy (2002) and Esmond & Dunlop (2004). These inventories have clear benefits for volunteer-including organisations, "VMI with further research could provide a useful tool to organisations in assisting the managers of volunteers in these organisations in three areas: attracting, placing and retaining volunteers." (Esmond & Dunlop, 2004)

Clary, Snyder and Ridge (1992) produced one of the initial inventories which sought to categorise volunteer motivation in their Volunteer Functions Inventory (VFI). They

produced an inventory which categorised these motivations under the following six categories: values, understanding, career, social, esteem and protective (see Appendix II)

Their work continued in a later study which results demonstrated that volunteers may have more than one motivation to volunteer (multi-dimension) and secondly that “different volunteers pursue the attainment of different goals.” (Clary & Snyder, 1999)

A Volunteer Motivation Inventory (VMI) as referenced by Esmond and Dunlop (2004) was subsequently developed by the study of McEwin and Jacobsen-D’Arcy (2002) in their study of Western Australian volunteers. They used a similar methodology and matrix to that of Clary and Snyder (1999) however their work resulted with the following six groupings/categories for volunteer motivation: values, career development, personal growth, recognition, hedonism, social, reactivity, reciprocity. (See Appendix III for category definition)

Esmond and Dunlop (2004) expanded and adapted the two inventories produced by Clary and Snyder (1999) and McEwin and Jacobsen-D’Arcy (2002) in their study of Western Australian volunteers. They produced a new VMI consisting of 10 categories drawn from the above research and their own contribution: Values, reciprocity, recognition, understanding, self-esteem, reactivity, social, protective, social interaction and career development. (Categories are given in ranking order of importance, see Appendix IV for category definition)

The relationship between social connections and subsequent introductions to organisations leading to volunteer participation is evidenced in the 2009 UK National Citizenship Survey with with 58 per cent of becoming involved through people they know within the group.

A cross reference and analysis of these studies in terms of the types of organisation and the volunteering being conducted could be of use to establish the importance and opportunity

for social connection and organisational introduction. Volunteering on a crisis helpline for example may not provide the same opportunities for befriending /social interaction that maybe available volunteering with a youth centre or sports club thus illustrating the importance of context and organisational positioning.

The research conducted by Kolnick and Mulder (2007) on behalf of Interfaith Care Alliance (ICA) concerned the expansion of avenues to recruit male volunteers. It had originally been recruiting from religious organisations and wanted to broaden its recruitment sources to include secular avenues. It conducted its research within three male specific focus groups, the categories being: religious, gay & business, a summary of their recommendations to improve volunteer recruitment is provided in Appendix V.

Kolnick and Mulder found that men expressed an interest in volunteering for organisations 'whose vision and mission reflected the individual's beliefs.' In terms of a deterrent to volunteering, members of the same business and gay focus groups were found to be 'significantly dissuaded from volunteerism by the disorganised leadership perceived within many nonprofit organisations.' The aspects of 'personal ties to the cause,' having social connections within the organisation, feeling the reward of helping someone in need and extending personal boundaries by volunteering were also component to the motivation to volunteer, concurrent with Bramwell's 1994 findings.

The majority (80%) of the 925 volunteers who partook in the www.do-it.org (*UK national volunteering database*) Volunteer Satisfaction Survey stated that "their experience had made them more likely to volunteer in the future." A further 36% of survey respondents believed that they "would have been unlikely to volunteer if it hadn't been for do-it.org.uk." The highest scoring factors in the motivation to volunteer was "to do something positive with spare time' (71%) and 'to help other people' (71%)." Of the 51% of participants who volunteered to to gain gain or develop a wide variety of skills "transferable skills such as written communication skills, team working and problem

solving were the most popular responses, with 44%, 42% and 39% of respondents wishing to develop these skills respectively.”

3.3.1. Volunteer Recruitment through Request

The Independent Sector’s research Giving and Volunteering based in the United States discovered that 71% of adults volunteered when they were asked. The research further indicated that individuals belonging to a religious organisation had a higher likelihood to be participating as a volunteer to those who did not belong to a religious organisation as individuals who attend religious activities are more likely to be asked to volunteer. Being informed about the organisation through places of worship constituted 25% of participants in the 2009 UK Citizenship Survey

Bachmeier, Craft, Jackson and Wood’s (1995) found that participation in secular and social volunteering is increased by the participation in church groups, however attending churches services does not produce the same effect. When taking these two studies in tandem, it questions whether an individual feels an increased social pressure to agree to volunteer when asked, due to the social construct of religious activity groups.

Results from the UK National Citizenship Survey (2007-2008) revealed that “being asked directly to get involved or friends and family also getting involved were the ways that people who did not participate in formal volunteering felt were most likely to encourage them to take part.” In addition 55% of research participants who were currently regularly volunteering (at least once a month) said that “they would be more likely to further increase their involvement if someone asked them directly.”

From an organisational development perspective, this highlights the potential benefits of developing a talent strategy which identifies suitable volunteer candidates and approaches the recruitment of these candidates through a personal volunteer request.

3.4. Applying HRM/D theory to Volunteer Management

Volunteering England is currently running an online poll which asks, “should volunteers be managed in the same way as paid employees?” The results of the public poll as per 23rd March 2010 were: Yes 63% and No 37%.

In South East Sheffield Citizen’s Advice Bureau v Grayson [2004] IRLR 353 the Employment Appeal Tribunal (EAT) had to decide whether there was a contractual obligation for the Citizen’s Advice Bureau to provide work or for a volunteer to fulfil it due to the inference or imposition of a volunteer agreement. The EAT ruled that “the work is expressed to be voluntary ..is ... unpaid and all that the Volunteer Agreement purports to do is to set out the expectations of its volunteers.” Volunteering England commented on the case:

“Not all volunteer agreements or working practices will now be ‘safe’. Future employment tribunals will look at the unique circumstances before them, and if they feel the ‘volunteer’ relationship is clearly contractual they will still be free to make that judgement.”

The result of the public poll is not as per expectations of the author of this paper. There are legal implications of managing volunteers in the same way as paid employees due and clear motivational differences between employees and volunteers. However the relevance and impact of applying HRM/D practices and theory to the realm of volunteer management will be explored in the subsequent pages.

3.4.1. The Volunteer & Organisational Culture

The importance of culture within organisations was investigated by Cameron & Quinn (2006) in their study of diagnosing and changing culture. They posit that an organisation’s culture is “ reflected by what is valued, the dominant leadership styles, the language and symbols, the procedures and routines and the definitions of success that make an organisation unique.” They further assert that “subunits” such as “functional departments, product groups, hierarchal levels or even teams may also reflect their own

cultures.” Even though this idea, as far as in this research has found has not been tested on an empirical level, application of this idea to understand differences between the culture of the volunteer workforce and the paid workforce within volunteer involving organisations may prove to be of use, as ‘understanding the impact of cultural change can enhance performance.’ (Cameron & Quinn, 2006)

“Employees, pay more attention to the workplace, have more frequent contacts with colleagues, are more influenced by the organisation’s culture, and share more in common with coworkers than do volunteers” (Capner & Caltabiano, 1993)

Saul (2004) in his research HRM’s role in creating volunteer organisations conducted an appreciative inquiry into ‘successful volunteer organisations’ so to identify what could be learnt and applied to employee based organisations in order to build volunteer cultures that “motivate people to volunteer their time, energy and talents beyond the requirements of any formal employment contract.”

He argues that the critical levers of change that can be used to create a volunteer culture are: “strategies, structures and stories, complex leadership and HR that is built in, not bolted on.” He further stipulates that the value of knowledge and opportunities to gain it, leading to improved employability “are powerful motives for volunteering time and energy to an organisation.”

Cnaan and Cascio (1999) conversely discussed the difficulties in developing volunteer commitment to the organisation and to its norms and values, which has been understood to mean culture. They contend that “volunteers do not always feel bound by the norms and values ... they may pay less attention to the requirement to report and follow bureaucratic instructions.” They offer an explanation for this contention in that “volunteers are often recruited directly (informally) and tend to “try-out” a position, whereas employees usually go through a formal hiring process and generally accept a

position only after careful deliberation. Thus, the process of becoming committed to the mission and procedures is shorter for a paid employee than for volunteer”

In view of Capner & Caltabiano and Cnaan & Cascio’s standpoints, should organisations using volunteers to conduct work on their behalf should make increased efforts to create a strong volunteer culture and good relationships between volunteers in line with Saul’s (2004) critical levers of change?

3.4.2. Volunteers and the Psychological Contract

In order for contributions to an organisation or individual to be considered as ‘voluntary’ there cannot be any legal contractual obligation. (DWP) Hence any agreement of tenure which maybe explicitly communicated whether written or oral should only be deemed an intention to partake (with no legal bindings) in voluntary activities. Volunteer participation is therefore purely based on a form of psychological contract, therefore psychological contract literature pertaining to employees may have relevance to volunteers and volunteer management.

The CIPD cites Guest & Conway (2002) in their definition of the psychological contract, “the perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other.” For the purpose of this section when referring to the volunteer and psychological contract, ‘employee’ and ‘employer’ are to be replaced by ‘volunteer’ and ‘volunteer involving organisation’ respectively.

Turnley & Feldman (2000) argue that psychological contract violations negatively impact “employee attitudes and behaviors, including increased neglect of in-role job duties, reduced willingness to engage in voluntary behaviors supportive of the organisation, and increased attempts to leave the organisation altogether.” Robinson (1996), as cited by Starnes, (1997) posits that “these contracts play an important role in employee recruitment, performance, and retention”

Farmer and Fedor (1999) contend that if volunteers perceive that organisational obligations are not being fulfilled, volunteers “will tend to withhold efforts and reduce their contributions, perhaps leading to exit from the organisation.” They also present the relationship between “the role of satisfaction in mediating, either fully or partially, the effects of met expectations and organisational support on participation and withdrawal.”

Starnes (1997) conducted a study to test whether individuals develop psychological contracts with their organisations in which they volunteer. Perceived breaches in psychological contracts were found to cause a decrease in the number of hours worked thereby supporting the findings of Farmer & Fedor (1999). However perceived breaches in psychological contracts did not reduce or affect retention levels i.e. “impact intentions to remain with the organisation.”

3.4.3. The Volunteer and Importance of Role Identity and Organisational-Based Self-Esteem

Grube & Piliavin (2000) applied the theory of role identity as developed by Stryker (1980) and Turner (1978) to the field of volunteer participation and behaviour within an organisational context. They found that individuals could develop a specific role identity within their hosting organisation and further to promote role identity and continued behaviour, managers should “exert social pressure on new volunteers, quickly engage them in the desired behaviors”

“First, to the extent that a volunteer perceives his or her role as being important to the success of a valued organisation, self-esteem should be increased, thereby fostering commitment to that role identity. Although this variable has not been empirically related to a volunteer role identity or organisational commitment (Pearce, 1993), it has been shown to influence organisational commitment of paid employees (see, e.g. Buchanan, 1974).” Grube & Piliavin (2000)

Pierce & Gardner (2004) built on the work Pierce, Gardner, Cummings & Dunham (1989) in their discussion of the relationship of pay and Organisational-Based Self-Esteem (OBSE) . They refined the OBSE as “ an employee’s self-perceived value as a member of a specific organisation” which is evidenced by “the degree to which employees believe they are competent, need-satisfying members of their organisation.”

Mayer, Fraccastoro and McNary (2007) applied the concept of OBSE to volunteers and further defined OBSE as that which “reflects the perception individuals have of themselves as important, meaningful, effectual, and worthwhile within their organisation.”

They deduced that individuals with high OBSE have a higher length of service and volunteer at a higher frequency (more days per year) than those with low OBSE. This study clearly links the idea of volunteer engagement through self-esteem and there is brief consideration (p.12) of the affect of volunteer management upon OBSE.

Nelson et al. (1995) (as quoted by Gaskin 2003) stated that “Positive feedback and meaningful recognition programs are important to empowering volunteers with a sense of self-efficacy – the best guarantee of future performance.”

Laverie & McDonald (2007) conducted research to understand the role of identity importance on the participation frequency of volunteers. They recommend that non-profit organisations i.e. charities actively work towards developing ‘identity importance in their volunteers’ due to their findings that “dedicated volunteers strongly identify with the organisation to which they donate their time and energy.”

Of the 925 volunteers who partook in the www.do-it.org Volunteer Satisfaction Survey, 88% agreed that they felt valued by their organisation that they volunteer, with a further 77% agreeing that “the work they did made a real difference to the organisation.” Of the 33% remaining responses signified that “they were unsure of the impact their work had

had rather than that they thought their work had made no difference.” The impact and relationship of these results with levels of motivation was not however explored.

In summary being aware of the importance of the volunteer’s sense of role identity, treating the volunteer as an individual and encouraging high levels of OBSE through HRD practice is key in developing commitment/retention to an organisation as it illustrates to the volunteer’s “feeling that ‘I count around here’ .. the essence of organisation-based self-esteem.” Pierce & Gardner (2004)

3.4.4. Employee Engagement, Satisfaction & Commitment: Non-Volunteer Studies

The Institute of Employment Studies (IES, 2007) results (*as cited by Wong et al, The Work Foundation, 2009*) found “higher levels of employee engagement to be associated with positive performance outcomes” including “labour turnover, retention of staff, facilitating change, trust and confidence in public institutions.”

Employee and workforce commitment theory (Locke & Latham, 1990, Meyer & Allen, 1997, Meyer & Herscovitch, 2001) and motivation literature (Herzberg (1968) Maslow (1943), Ryan & Deci, 2000) with roots in HR, social psychology have been evolving on a parallel time frame as volunteer commitment, motivation and satisfaction. As volunteers are considered as part of the workforce for volunteer including organisations, there is relevance to consider this literature within this study.

Herzberg (1968) in his motivation hygiene theory argued that in terms of job satisfaction paid employees can be affected by both satisfiers and dissatisfiers. The motivation hygiene theory and the idea of intrinsic and extrinsic motivators was applied to the concept of volunteer motivation by Gidron (1978). As cited by Esmond & Dunlop (2004), Gidron (1978) found that “rewards for volunteering were either: personal (e.g. the opportunity for self-fulfilment); social (e.g. developing interpersonal relations); or indirectly economic (e.g. gaining work experience).”

Planalp & Trost (2009) undertook a study with hospice volunteers in the United States which sought to understand what motivated volunteers to commence voluntary participation and why they continue. They found that a 'common theme' of remaining a volunteer was the "level of self-actualization that the volunteer experienced as well as belief in the model of care and AIDS as an important cause." This reference to 'self-actualization' clearly refers to the highest level of Maslow's (1943) hierarchy of needs.

Meyer, Becker and Vandenberghe (2004) sought to merge two strands of theory, in their conceptual analysis which lead to the development of their *Employee Commitment and Motivation Integrative Model*. Motivation theory (i.e. task performance - Steers, Porter, & Bigley (1996), goal setting theory - Locke & Latham, 1990) was reviewed

Commitment theory was reviewed, in which Meyer, Becker and Vandenberghe (2004) consider has its origins with sociology and social psychology. In terms of commitment theory they considered amongst other the work commitment of Pinder (1998), and highlighted Pinder's definition of work motivation as being of particular use as it "explains what employees are motivated to accomplish, how they will attempt to accomplish it, how hard they will work to do so, and when they will stop."

"Work motivation is a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" Pinder (1998) as cited by Meyer, Becker & Vandenberghe (2004)

Meyer, Becker & Vandenberghe (2004) used the work of Locke as a foundation (see Appendix VI) and combined the principle that all "consciously motivated behavior is goal-oriented" with other literature such as motivation hygiene theory, Herzberg (1968), regulatory focus theory (Higgins 1998) and personal values shaping employee commitment (Finegan, 2000; Vandenberghe & Peiro, 1999) amongst others to produce their *Employee Commitment and Motivation Integrative Model* (see Appendix VII). Even though

this model has not been applied to the concept of volunteer satisfaction, motivation and commitment, a further empirical study might show a similar result to those to paid employees.

Dailey (1986) sought to understand the factors affecting volunteers' organisational commitment in his study of political campaign workers. "Job satisfaction, work autonomy, job involvement and feedback from the work itself" were found to be "strong predictors of organisational commitment."

3.4.5.Retention through Engagement: The Role of Volunteer Management

"To retain volunteers, organisations need to ensure that they are satisfied, and one way of increasing volunteer satisfaction is to meet their motivations" Hollway & Mawhinney, (2002)

It is clear that the current government is focussed upon increasing the level of regular volunteer participation in the UK however Paine & Machin (2008) assert that "less consideration has been given to whether or not organisations have the capacity to involve them and, more importantly, to involve them well" In their consideration of *Management Matters: A national survey of volunteer management capacity* results they found that "expertise in volunteer management often tends to come through on- the-job experience rather than through formal training" with 50% of survey participants (volunteer managers or coordinators) having attended "training or education courses in managing volunteers."

Theories and approaches of volunteer management, which take into account the aspect of engagement through analysis of volunteer commitment and satisfaction, have been developing significantly since Dailey (1986): in the work of Pearce (1993), Cnaan & Cascio (1999), Hollway & Mawhinney (2002), Davis et al (2003) and Brudley & Meijjs (2009).

Pearce (1993) believed that motivation to volunteer is only associated with the initial decision to volunteer and did not relate to volunteers' organisational behaviour post commencement of duties. When considering Pearce's view, the relevance of volunteer motivation inventory theory should be noted (Clary, Snyder and Ridge, 1992, McEwin & Jacobsen-D'Arcy, 2002, Esmond & Dunlop, 2004) as many of the statements used within these interventions pertain to current motivations to volunteer, which can be linked to current volunteer satisfaction and therefore retention.

Cnaan & Cascio (1999) findings suggested that recruitment through careful screening and use of symbolic rewards have significant effect when exploring variation in volunteer satisfaction, level of commitment, and length of service. "Three rewards were associated with tenure: thank you letters, certificates of appreciation, and luncheons. Generally those awarded reported longer times."

Davis et al (2003) looked at the aspects of the working life of volunteers that impacts satisfaction levels and therefore volunteer motivation. Their research contends that the process of screening volunteers to identify motivational factors and/or personality traits will make little difference in the long-term satisfaction of volunteers. They assert that 'minimizing distress may be the most important factor in increasing satisfaction'.

The importance of volunteer commitment is highlighted by the Manifesto for Change 2008 Report from the Commission on the Future of Volunteering. They found that there is a number of challenges facing both volunteer involving organisations and committed volunteers, which include, how to make it "easier for them to make their contribution, for their roles to evolve to meet their changing needs, and for them to stop feeling that they are being taken for granted."

Brudley & Meijs (2009) call for a move towards a resource conceptualisation for volunteer management. They conceptualise "volunteer labour as a renewable resource whose continuation and volume of flow can be affected positively as well as negatively by human interaction" in practical terms this would translate as volunteer management as having the

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ability to both positively and negatively affect retention of volunteers. The goal of this approach is to “renew and reinvigorate the volunteer resource...attract people into volunteering and keep them volunteering over the life course,” Brudley & Meijs (2009).

Although Davis et al (2003) do not share the same concept of regarding volunteer labour as a natural resource, the importance of the volunteer experience post recruitment was given emphasis, highlighting the link between retention and satisfaction. Aspects of the working life of volunteers that can impact satisfaction levels were identified, leading to conclusions relating to volunteer motivation. Their research contends that the process of screening volunteers to identify motivational factors and/or personality traits will make little difference in the long-term satisfaction of volunteers. They assert that “minimizing distress may be the most important factor in increasing satisfaction.”

Focusing upon the full HR toolkit from recruitment to retention is an approach currently regarded as best practice by volunteer management specialists. Support for a “regenerative approach to manage the volunteer resource in a sustainable way,” (Brudley & Meijs, 2009) i.e. focussing upon the lifetime value of volunteers, their engagement and retention is being demonstrated in the UK by volunteer managing or orientated organisations.

Organisations such as Samaritans, NCVO, Volunteering England are demonstrating a shift in the emphasis of regenerative volunteer management, by incorporating concepts like life-time value of volunteers and volunteer satisfaction into their organisational development planning, thus moving away from the traditional instrumental approach, which focuses upon replacement value of volunteers and does not evidence a high focus on HRD practice.

3.4.6. Sector Research and Best Practice

Purcell & Kinnie (2006) (*as cited by Wong et al, The Work Foundation, 2009*) note that “given the significance of the line managers in delivering the HR bundle of employee resourcing, performance management and employee relations, investigations have also looked at manager behaviour and how this has affected organisational climate.”

Reference can be drawn from Purcell & Kinnie’s assertion of the role of line management (defined as those who have staff responsibilities) when considering the role of individuals who ‘manage’ volunteers. The ‘management’ of volunteers is a subject of much discussion due to the aspect of voluntary contribution, “the consensus is that the dominant professional/workplace model is not an adequate response to the diversity of volunteers’ characteristics, motivations and needs” (Gaskin 2003)

Gaskin (2003) highlights the importance of “taking into account volunteers own views” when considering the ‘ideal’ volunteering-involving organisation and improvements to the volunteering infrastructure,” which includes volunteer management. This engagement of the volunteer in designing management frameworks is clear from the examples given in the following:

Gaskin (2003) developed a model of volunteer involvement and organisational action in the form of the ‘eight pressure points,’ whilst researching on behalf of the UK based Institute for Volunteer Research. The model categorises volunteers in terms of their volunteer position from a non-volunteer to a long-term volunteer, with the ‘eight pressure points’ providing for eight interventional areas for organisations to concentrate in order to ‘influence a person’s likelihood of becoming and staying a volunteer’ (see Appendix VIII). This approach pulls together much of the research that has been conducted in terms of motivation to volunteer, volunteer recruitment, retention, motivation and management and provides a useable framework, which has a strong HRD angle to the volunteer life-cycle.

Haski-Leventhal & Bargal (2008) presented their “Volunteering Stages and Transitions Model (VSTM)” in their paper which sought to build on the work of Omoto & Snyder (1993, 2002) to understand and model the organisational socialisation of volunteers in their chosen organisations. They believe that there are five phases in volunteer socialisation titled nominee, newcomer, emotional involvement, established volunteering and retiring, sharing very similar characteristics as Gaskin’s 2003 four stage model of volunteer involvement.

“Volunteers want to feel welcome, secure, accepted, respected, informed, well- used and well-managed” (Gaskin 2003). This sentiment was echoed in the recent study by the Commission on the Future of Volunteering (2008) in which it was found that volunteer involvement may be negatively affected by:

- Lack of understanding of volunteering – what it is, what it is not, how it can change people's lives and contribute to the vibrancy and cohesiveness of society
- Lack of awareness of or interest in supporting volunteers' needs
- Lack of resources to provide support for volunteers' needs

The volunteer sector is seeing a movement towards tailored volunteer management practices in line with those considered best HRD practice for organisations comprising of paid staff, interpretations of which are illustrated below. These appear to address the concerns and opinions of Gaskin (2003) and the Commission on the Future of Volunteering (2008).

The Institute for Volunteering Research (IVR) conducted a national survey in 2008 to understand current volunteer management practices within the UK. This was collated and published in the report *Management matters: A national survey of volunteer management capacity*. Key findings are:

Data extracted from: Management matters: A national survey of volunteer management capacity: Institute for Volunteering Research, April 2008,	% of Organisations
Held an interview or chat with volunteers before they started their role.	84%
Evaluate the impact of volunteers for the organisation's services or activities	59%
Carry out equal opportunities monitoring of its volunteers	79%
Have a key person(s) who volunteers can go to for advice and support	91%
Arrange training for volunteers	78%
Have a written policy on volunteer involvement	77%
<i>Base: All respondents. Don't know (ranged between 3 and 35) and refusal responses excluded. 1347-1379 Respondents</i>	

Investing in Volunteers (IiV) have developed the volunteer quality standard, for which organisations that involve volunteers in their work can seek accreditation. (Appendix XVIa) The standards comprising of nine organisational indicators are believed in conjunction to demonstrate good volunteer management. This approach is of a similar nature to other industry quality standards (i.e. ISO 9001: the internationally recognised standard for the quality management of businesses.)

Volunteering England provides for best practise sharing, networking for individuals working within volunteer management and has developed the Excellence in Volunteer Management learning modules. Even with the emergence of these frameworks and development initiatives, research is showing that “While ‘managers of volunteers’ are generally experienced and implementing good practice, they are doing so on limited budgets and with limited specialist training” (*IVR Management Matters*)

The National Council of Voluntary Organisations (NCVO) Workforce Development task force have developed a comprehensive and useable National Occupational Standards for the Management of Volunteers. Their approach is set within a very clear and transparent

framework and is split into five key areas (See Appendix IX). Within each key area, there are a set of units including HR disciplines that organisations can use as guidance for ensuring best practice is demonstrated in organisational behaviour and development. (The full framework is included in Appendix XVI b).

Even though these developments in thinking and best practice are evolving results from the 2009 Deloitte Volunteer IMPACT Survey illustrate a point of interest. Their research of US nonprofit organisations posits that “81% of non-profits rated monetary donations as extremely important to the success of their organisation, while less than half (46 %) ranked skilled volunteers as extremely important.” Signaling that potentially not only a shift in volunteer management practice is needed but also in mindset, to allow for the recognition of the importance of volunteer contribution. Understanding the UK’s response to the same rating would prove to be useful in order to understand how volunteers in the UK are valued as a human resource.

The discussed frameworks and current industry application of academic theory illustrate a movement in best practice from transactional volunteer management (i.e. solely a focus on recruitment, induction and training) towards the promotion of volunteers as a strategic human resource, with a strategic and professional approach to organisational development at its core. However organisational development strategies and interventions need to be contextual and specifically tailored towards the volunteer talent and development desired, as per Gaskin (2003) “one size does not fit all.” Machin & Paine (2008) support this view in their reasoning that “policy makers, volunteer development agencies and volunteer-involving organisations are all encouraged to consider and develop the human resource requirements for effective volunteer management, and what this might mean in different organisational contexts.”

4. Methodology

The main aim of the primary research is to gather data and analyse factors around helpline volunteer motivation within Charity A, and understand its current volunteer management practice in light of the theories and best practice considered in the literature review. Methods used for this research have been as follows:

Qualitative Research into Volunteer Motivation
Organisational Observation
Organisational Interviews
Management Questionnaires
Networking & Learning Conversations
The Tailoring and Adaptation of Esmond & Dunlop's final VMI
Quantitative data collection of helpline volunteers' motivations through the use of the VMI

Ideas in this research have been drawn from other literature paying particular attention to formal volunteering, however whilst conducting the literature review, selecting methods and comparing findings from own research and that of national surveys, idiosyncrasies of helpline work have been considered in the comparison to all formal volunteer results.

4.1. Survey I: Volunteer Management Survey (Qualitative & Quantitative)

Consideration of academic theory and sector best practice of volunteer motivation and management, gained during the literature review process was highly instrumental in the development and planning of the management interview and survey. Understanding the the approach to volunteer management and current management-led volunteer initiatives in context with new understanding from the literature review process was the key objective of this component of the research.

The intention of Survey I was to understand current volunteer management practices within the charity and in order to be able to compare them to sector findings. It was completed by the clinical service manager only, as the party responsible for volunteer management within Charity A. However answers were triangulated in the course of data gathering and subsequent interviews. A copy of the questionnaire response is attached in Appendix X.

Incorporation of questions that have been tested with other volunteer managing organisations was deemed important as it would allow current Charity A practice to be compared with sector data. This sector of questions was derived from NCVO, IVR research data and National Citizenship Surveys, question derivation is outlined in the mentioned footnote.¹

Topics covered during management interviews were derived from reflection upon organisational observation, numerous academic articles, interviews and discussion with external voluntary sector contacts. A blend of questionnaire and interview was deemed to be the best approach for management as it allowed for instinctive responses, reflective thought and the opportunity to compare to national data.²

4.2. Survey II: Volunteer Motivation Inventory (VMI) (Quantitative)

This was delivered in the form of a questionnaire, which was answered by all 12 of the helpline volunteers. This questionnaire comprised of 27 questions, each asking the participant to answer how much a particular factor impacted their motivation to

¹ Question one, three, five, seven and eleven are taken from the 2009 National Citizenship Surveys, Question two is derived from NCVO research for voluntary organisations which acts a high level sector best practice checklist. Question six, seven, eight and eleven were derived from the 2008 research conducted by IVR *Management matters: a national survey of volunteer management capacity*. The intention was to compare results from Charity A with results from other volunteer managing organisations. Question four, nine, ten and eleven have roots in other academic theory and personal thoughts.

² When comparing to findings from Survey I to national data extracted from *Management Matters 2007 (IVR)* comparisons were made with Voluntary and Community Sector Organisations (VCS) only as opposed to the combined data set for VCS & NHS organisations, as it was considered that there would be higher organisational similarities and therefore comparability.

volunteer. These questions were grouped into 12 motivation categories as outlined in the methodology. The results for the questions for each category were then combined in order to produce an average, which became the category score. The categories were then ranked in descending score order, with higher scores indicating the higher impact on volunteer motivation.

VMI (Questionnaire) Development for Charity A

When considering how to utilise the final Volunteer Motivation Inventory (VMI) (Esmond & Dunlop, 2004) developed from the work of McEwin & Jacobsen-D'Arcy (2002) and Calry & Snider (1999) it was deemed necessary to tailor and adapt it in order to specifically understand the motivation of volunteer helplineers for Charity A. A number of VMI's were produced by Esmond & Dunlop (2004), the VMI that was used as a base for this primary research was their penultimate questionnaire, this categorises the scales as follows: career development, personal growth, reactivity, reciprocity, recognition, religion, self-esteem, social interaction and values.

Due to the sensitive subject matter and the form of helpline service that volunteers provide in their role, it is considered that some of the angles of the questions and choice of phrase within the final VMI (Esmond & Dunlop, 2004) are not appropriate given the current group of participants and their job role.³ The final Esmond & Dunlop 2004 VMI had also replaced the category of 'personal growth' with 'understanding' and reversion to the original category was considered to be more appropriate considering the questions asked within it.

During the course of observing the organisation and holding conversations to understand culture and volunteer motivation, the concept of gratitude started to emerge. There are ex-

³ The intention of this research was not to prompt disclosure of personal experience of sexual violation or be inappropriate in questioning, therefore providing the first justification for using the penultimate VMI produced as a base for this study as opposed to Esmond & Dunlop's final 2004 VMI.

The final VMI from Esmond & Dunlop included questions such as '*I volunteer because doing volunteer work relieves me of the guilt for being more fortunate than others*' and '*I volunteer because volunteering helps me work through my own personal problems*'

service users⁴ who currently volunteer for Charity A. It was decided not to identify the percentage within this study on the basis of sensitivity and ethics. The relationship between the decision to volunteer and a desire to give something back to a specific organisation due to gratitude is not included in the current Esmond & Dunlop's VMI and was believed at the time of research to be of relevance to volunteer motivation, providing a secondary justification of the adaption of the VMI, with a new category called 'gratitude.'

Whilst discussing volunteer recruitment with the volunteer manager, the subject of advertising effectiveness arose. This then prompted thought as to the decision to volunteer which was not premeditated prior to seeing an advert. The area of opportunity or opportunistic motivation was not previously incorporated within previous VMIs therefore prompting the addition of a new category.

With the addition of these new categories and questions,⁵ the remaining questions within the original VMI were analysed. It was decided to incorporate the category 'religion' under the category of values, however during results stage it was decided to split the categories again due to the impact that religion had on personal values.

Remaining questions were rationalised, with any presenting possible duplication either merged or removed as appropriate. This had the result to reduce the number of questions being asked to 27, reducing the size of the questionnaire was expected to encourage participation. The categories that described motivation type in the Charity A VMI are as follows: Career development, gratitude, opportunistic, personal growth, reactivity, reciprocity, recognition, religion, self-esteem, social interaction, personal societal contribution and values. Statements and their derivation is outlined as follows.

⁴ Ex-service users are not only limited to survivors of sexual violation as the helpline service is offered to partners, family, colleagues or friends of victims of sexual violation, some of which are now volunteering.

⁵ In the process of the strategic review which was carried out at the same time as researching this piece, Charity A. During this process the concept of personal affect and helping people was discussed, linked to the idea of a personal contribution to society. When applying these ideas to the adapted VMI it was considered best to include a category named personal societal contribution, include a new question (Q24,25) and move another questions(Q23) from the previous category of 'values' as it sat better within the new category of 'personal societal contribution.'

Motivation Category	No	Survey Statement	Question Derivation Key
Career	1	I volunteer because volunteering gives me an opportunity to build my work skills	
Development	2	I am motivated to volunteer because of the training opportunities within the role	
	3	I volunteer because I feel that I can make important work connections	
	4	I volunteer because I feel that volunteering will help me to find out about employment opportunities	
Gratitude	5	I volunteer because I am grateful to the organisation for which I volunteer and wish to give something back to it.	
	6	The organisation I volunteer for has helped me or someone that I care for and I volunteer as a way to say thank you	
Opportunistic	7	I started volunteering because my circumstances changed so that I now have the time	
	8	I was not considering to volunteer until I saw an advert recruiting helplineers	
Personal	9	I volunteer in order to develop personally	
Growth	10	Volunteering has had a big impact on my personal growth	
	11	I believe volunteering gives me the opportunity to consider what is important in life	
Reactivity	12	I have been in difficult situations and would like to offer support to others that are in difficulty	
	13	Volunteering helps me deal with some of my emotions	
Reciprocity	14	I volunteer because I believe you receive what you put out in the world(karma effect)	
Recognition	15	Being appreciated by my organisation is important to me	
	16	Being recognised for my contribution to society by people outside of the organisation is important to me	
Self-Esteem	17	I volunteer because it makes me feel good about myself	
	18	I volunteer because volunteering keeps me busy	
	19	I volunteer because volunteering makes me feel important	
Social	20	I look forward to volunteering because of the social interaction I have in the office	
Interaction	21	The social events provided by the organisation are important to me	
	22	I volunteer because of the social contacts that I can make	
Personal	23	I am volunteering because I believe that I am meeting a need in the community	
Societal	24	I volunteer to make a difference in the world	
Contribution	25	My motivation to volunteer is based on a desire to help people.	
Values	26	I see volunteering as part of my personal value system	
Religion	27	I volunteer due to my religious/ spiritual beliefs	

Derivation Key	
New question	
Same as Esmond & Dunlop's VMI	
Rewording of Esmond & Dunlop's VMI question	
Rewording and merger of Esmond & Dunlop's VMI question	

The Likhert scale was then combined with the 27 questions to produce the questionnaire, giving the participant the option to choose from the following responses: strongly disagree, disagree, neutral, agree, strongly agree which were given a value of 1,2,3,4 & 5 respectively. The higher impact on motivation, the higher the value scored. Scoring per question was then calculated by multiplying the number of responses in each scale by the value and then dividing by the number of responses as illustrated below.

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
I volunteer in order to develop personally	0	0	1	6	5	4.33	12

Calculation of the average rating for this statement was as follows:

$$[(0*1) + (0*2) + (1*3) + (6*4) + (5*5)] / 12$$

$$= 52 / 12 = 4.33$$

Each Category was the awarded a score by averaging the statement averages for each category, the example below shows that the calculation for one of the categories.

Calculation of the average rating for this category was as follows:

$$(4.33 + 4.17 + 3.75) / 3$$

$$= 12.23 / 3 = 4.08$$

Category	Category Average	Category Ranking	Statement	Statement Score
Personal Growth	4.08	1	I volunteer in order to develop personally	4.33
Personal Growth	4.08	1	Volunteering has had a big impact on my personal growth	4.17
Personal Growth	4.08	1	I believe volunteering gives me the opportunity to consider what is important in life	3.75

After the averages for each category were calculated, they were ranked in order of positive impact to motivation, as illustrated in Table III, page 57.

The adapted VMI was sent out to 14 volunteers of which 13 responded.⁶ Delivery of the questionnaire and participation was conducted using the online Survey Monkey tool to ensure anonymity of responses. With 100% of respondents giving permission for their contributions to be utilised for the purpose of this study. A copy of the full questionnaire with the corresponding Likhert scale is provided in Appendix XI.

It was considered during the findings stage whether to compare Charity A results with those of Esmond & Dunlop (2004) VMI results for volunteers. However as some categories have been merged and others added, true comparison was not achievable, therefore it was decided not to compare findings.

4.3. Survey III: Volunteer Motivation Survey (Qualitative)

A qualitative piece of primary research was also conducted which asked volunteers to describe their motivation to volunteer. This was achieved through the completion of a separate anonymous online questionnaire.

Volunteers were asked to answer 'what would you consider to be the main motive to volunteer.' This produced a qualitative answer, which demonstrated an increased emphasis on altruistic motives for volunteering than that of the premeditated questions and categories of the VMI. The qualitative aspect of the responses was considered to be an important aspect of the overall research as it provided opportunity to volunteers to put into their own words their motivation to volunteer, which could then be analysed for trends.

This question clarified many factors in terms of Charity A helpline's specific motives to volunteer, without which the research would have been need of further questioning.

⁶ Calculation was that there was a 93% response rate, the volunteer who did not respond recently finished his work as a helpline after 18 months of service and is currently acting as a helpline trainer (100% of respondents giving permission for their contributions to be utilised for the purpose of this study.)
A Review of Motivation and Management of Helpline Volunteers within Charity A

4.4. Organisational Observation and Subsequent Analysis

It was observed that Charity A currently does not currently have a tailored process to analyse retention. It was decided that reasons given for leaving the organisation needed to be analysed, as interventions can then be potentially designed in order to address trends of attrition. Information as to why volunteer helplineers decided to leave their posts was gathered through interviews and correspondence with the two managers and subsequently consolidated and grouped within the findings section.

Other organisational surveys were being conducted by the author in the role as trustee whilst also conducting research for this paper, questions were incorporated which would have relevance for this study and also the current strategic review. Volunteer helplineers were asked for the first time whether they appreciated being an explicit part of organisational development. The response bears relevance to this research as understanding whether volunteers desire to contribute to the organisation and its culture is a key factor in understanding their motivation.

Interviews were held with two volunteers subsequent to the interview with the clinical services manager (the volunteer manager). The intention of this set of interviews had two objectives, firstly to corroborate the statements by the clinical services manager and secondly to hold an exploratory interviews into how they believe practices could be implemented which would either increase or maintain volunteer motivation.

4.5. Networking & Learning Conversations

During the course of this research, opportunity has arisen and been instigated to network with other charities involving volunteers, charity trustees and organisations focused towards volunteer motivation and management. One example was the recent Trustee-Works networking and conference at which mutual learning conversations and informal knowledge transfer occurred. This gave opportunity to reflect on the work and approach

taken within this specific piece of research, therefore views and ideas arising from informal / social learning have also been considered within the context of this research.

4.6. Ethics considered during methodology design

The method for capturing helplineers' motivation to volunteer posed many ethical issues during the design process of the research. Safeguarding that the process did not prompt or encourage unwanted disclosure of sexual violation was a primary consideration. Ensuring that participants did not feel distress by too close a questioning was an additional concern.⁷

⁷ Helplineers work in an environment where personal and professional boundaries are always in some degree of focus. As a trustee on the board in addition to a researcher to this piece, there was a risk that boundaries may be crossed if numerous face to face interviews with helplineers were held.

Whether a helplineer has experienced or helped someone who has experienced male sexual violation is discussed with the clinical manager at recruitment stage, patently this is not disclosed to the rest of the organisation and therefore the board. There was a risk that disclosure could occur given the nature of the questions and knowledge that some member of the helpline volunteer group are ex-service users, hence justifying the decision to use an online anonymous tool to collate responses and belief that this was the best approach to be taken.

5. Research Findings

The aim of this section is to present the results of the research undertaken with Charity A in terms of their volunteer helpline and compare with industry findings. The intention of this section is to outline Charity A's areas of strengths and opportunities to develop their current voluntary management practice, taking into consideration current sector best practice, HR and volunteer management theories.

The findings have been made subsequent to multiple interviews with board members, daily management and volunteers, in addition to primary research namely Surveys I, II & III and secondary research as outlined in the preceding methodology.

The structure of this section will be divided into two main areas, findings relating to volunteer management within Charity A and helpline's motivation to volunteer.

5.1. Volunteer Management Findings

The findings in terms of volunteer management within Charity A have been separated into the following headings to allow for clear, concise and organisationally relevant diagnosis.

Volunteer Management Findings	
4.1.1	Comparison of Charity A's Volunteer Management Practice with Sector Best Practice
4.1.2	Volunteer Management Strategy
4.1.3	Linking Volunteer Recruitment and Retention
4.1.4	Volunteer Engagement
4.1.5	Volunteer Learning and Development
4.1.6	Organisational Performance Management
4.1.7	Development of the Volunteer Manager

5.1.1. Comparison of Charity A's Volunteer Management Practice with Sector Best Practice

Volunteer management is the designated responsibility of the clinical service manager of Charity A, which is explicitly stated in her job description, for which she is paid. When “the volunteer manager” is referred to in this piece, reference is being made to the clinical services manager in her constituent paid role as Charity A's manager of volunteers.

An estimated 25-50% of the manager's working hours are apportioned to its conduct, with the remaining time spent conducting general business and clinical service management. This means that Charity A would be in the upper quartile for national figures relating to the percentage of time managing volunteers as per IVR national observations (see Appendix XII). The IVR found that 59% of volunteer managers spend less than 25% of time on volunteer management activities, with 22% of participants spending 25-50%.

The NCVO best practice checklist was incorporated within the Charity A Volunteer Management Survey. The results presented in the following table show that 9 of the 11 NCVO best practice criteria are in place to support volunteers in their roles.⁸

Table I- Extract from Survey I: Charity A's Volunteer Management Survey

Please tick the response for each question that you believe is appropriate and correct. Questions are derived from the NCVO best practice checklist.				
Answer Options	Yes	Yes but needs improvement	No	Response Count
Is there a volunteering strategy in place in your organisation?	0	1	0	1
Are there written volunteering policies?	1	0	0	1
Does each volunteer have a written role description and role specification?	1	0	0	1
Are references checked?	1	0	0	1
Do all volunteers have a Criminal Records Bureau check?	1	0	0	1
Do all volunteers have an induction?	1	0	0	1
Is training provided sufficient to the volunteer's work and role?	1	0	0	1
Do volunteers have supportive supervision and management?	1	0	0	1
Do volunteers have opportunity for regular one-to-ones?	0	0	1	1

⁸ It was originally considered that a volunteer strategy was in place in the organisation albeit that improvements were needed. It was later established with the volunteer manager, that only ideas and components of a formal volunteer management strategy were in developmental / drafting stage.

When asked in the same survey, *“is there anything else that you do which you consider to be good volunteer management?”* the following response was given. *“We offer continuing professional development training, offer individual supervision when needed, regular group reviews, ask for feedback and involvement from volunteers about improving the service, offer opportunities for development of role/increased responsibility within the team.”*

In the course of one to one interviews, two volunteer helplineers were asked to substantiate the response. Volunteer A has nearly two years tenure with Charity A and verified experiencing the above “to some degree” comments as to the extent of the practice have been included within the relevant subsequent sections. (i.e. Volunteer Learning and Development) Volunteer B has been with the organisation for three months and believed them to be in place but could not confirm.

5.1.2. Volunteer Management Strategy

Currently there is no and has never been an agreed formal strategy in place for volunteer management or development, this has been confirmed by board members and the clinical service manager (the volunteer manager) and is the perception of volunteers. In terms of volunteer organisational development, it is clear that efforts have been made over the last eighteen months, since the clinical services manager started in the role (assuming the duties of a volunteer manager), to increase the development and management of volunteers.⁹

All of the learning and development initiatives and organisational development for volunteers has been conducted on an emergent situational basis. It is felt by the board members, the clinical service manager and volunteers questioned that these initiatives have had a “positive effect” for the organisation. However they have not been part of a

⁹ Efforts have included a revised induction programme, new monthly supervision sessions where volunteers meet in groups to attend ‘clinical supervision,’ quarterly continuing professional development training sessions are now held, there have been a few cases where volunteers have been asked whether they would like increased responsibilities and all have been invited to add comments to improve services. These initiatives are confirmed by the volunteer manager, two volunteers and a board member in the course of separate interviews.

strategic initiative or had their success measured, in terms of the effect on volunteer performance or engagement.

5.1.3. Linking Volunteer Recruitment and Retention in Charity A

Recruitment of new Charity A helpline volunteers is currently being conducted every six months.¹⁰ Intakes vary between four and eight selected volunteers. This is being driven by a recruitment need in order to keep active volunteer numbers between thirteen and fifteen.

In terms of recruiting volunteer helpline volunteers, it was confirmed in Survey I (Volunteer Management Survey) that Charity A encounters, “a little difficulty” as did 34% (base 166-169) of other volunteer coordinators / managers for other advice or info organisations which involve volunteers (IVR: Management Matters, 2007, see Appendix XIII)

The IVR measured that “most organisations (84 per cent) always held an interview or chat with volunteers before they start.” Findings from Survey I demonstrate that Charity A would fall within this classification. The process of recruitment is that candidates will apply via a standard application form, candidates will then be shortlisted, with subsequent interviews being held, candidates then attend a course induction training and then shadow helpline volunteers for a few sessions until it is considered by the organisation and they feel ready to take calls on the helpline. This process was confirmed by the volunteer manager and by two volunteers during the course of two separate interviews.

During the recruitment interview, suitability for the role is assessed. Due to the nature of the work being undertaken, candidates are asked whether they have been a victim of childhood sexual abuse or sexual violation as an adult. In addition the volunteer manager commented that “*I would not identify ex service users as a group to target to this role*” due to

¹⁰ The methods of recruitment range from advertised media recruitment campaigns, peer to peer recruitment (i.e. helpline volunteers introducing new helpline volunteers to the organisation), word of mouth, website signposting and by approaching institutions which maybe developing individuals with the skill sets which are required in the role. Particularly effective approaches to volunteer recruitment were confirmed to include university/college campaigns, website applications and newspaper advertisements.

the fact that “given the work we do this poses boundary issues and can be very complex and potentially not therapeutic for the ex client if they have not fully worked through their change in role.”^{11 12}

The current retention rate for new volunteer helplineers between June 2008 and December 2009 is 37.5%. Of the above 16 people trained over the last 18 months, 6 were retained beyond 6 months. The analysis for this group of volunteers and the reason for ceasing to volunteer are indicated in the below table.

Attrition of the volunteer resource has never been analysed formally as part of a strategic process and this information is currently not consolidated on a formal level within Charity A. This analysis was conducted by asking the clinical service manager to comment on the reason why volunteers have left over the past two years.

Table II: Attrition root cause consolidation

			Reasons for leaving				
	New Volunteers in Training	Retained after 6 months	No Reason given	Personal reasons	Not comfortable in the role	Requested to leave	Other
Jun-08	4	1	1		1		1
Jan-09	8	4		2	1		1
Jun-09	4	1		1	1	1	
	Jun-08	25%	25%	0%	25%	0%	25%
	Jan-09	50%		25%	13%	0%	13%
	Jun-09	25%		25%	25%	25%	0%

Table II: Data is consolidated from primary research conducted with Charity A and illustrates the retention from a potential pool of 16 volunteers who were selected as potential volunteers and completed training/induction.

There are 5 volunteers that have been retained between 2-5 years who are still participating volunteers, however there is no data available for comparative analysis of

¹¹ This approach is supported the board of trustees.

¹² It is important to note that in this finding, the screening does not bar ex-service users or survivors of sexual violation from volunteering but ensures that all volunteer helplineers are not placed in a position which may cause high levels of distress due to their own experiences and to also ensure that they are able to fulfill their role without negatively affecting the service to clients.

their training and induction groups. They have been present in the organisation from June 2008 until December 2009, therefore the total retention rate in this period is 53%. (11/21)

In terms of retaining volunteers Charity A considers that it encounters “a little difficulty” as opposed to “a lot of difficulty” or “no problems.” When comparing Charity A’s experience with other advice or information organisations (*IVR: Management Matters, 2007*) 15% of organisations believed that they experienced “a lot of difficulty,” 38% experienced “a little difficulty,” with the final 48% having no difficulties.¹³

The finding that there are some difficulties encountered in retention is foreseeable when considering the nature of the work being undertaken. During the recruitment and induction of volunteers, expectations of the role, potential personal challenges in terms of the nature of the work and commonly occurring themes are discussed and revisited (confirmed by both the volunteer manager and two volunteers). Reality, in terms of the volunteer experience can however invoke different responses than they originally expected, which may result in the volunteer not feeling comfortable in the role and wishing to cease volunteering.

When asked to describe what may cause difficulty in retaining and recruiting volunteers, the following two additional issues were posited by the volunteer manager.¹⁴

Work Pattern: “Volunteers work a “3 hour shift from 7pm till 10pm” with “no guaranteed workload (can be very busy, then quiet)”

¹³ Difficulties arise in analysing this finding compared to industry data, due to the subjective nature of the question. One organisation may believe that it is experiencing “a lot of difficulty” in retaining volunteers if only 25% of a volunteer intake is retained after 6 months whereas Charity A classifies this as “a little difficulty.”

¹⁴ The issues relating to workflow and participation identified by the volunteer manager as potential recruitment and retention challenges seem to be related to factors that would not be realised until commencing the role. It is arguable that they would cause more difficulties in terms of retainment as opposed to recruitment of volunteers.

Currently there are no formal performance results which show a history of the type and frequency of work being conducted by the volunteers on a nightly basis (i.e. workflow). A new system has been introduced since March 2010, where each call is logged manually into a database, recording the type of call encountered (first-time caller, second+ time caller, signposting or hoax call) and the call length. This has been introduced in order to have transparency as to the helpline service operation and workflow, however the volunteer experience within this is currently not yet being formally analysed.

In order to research this proposition further, two volunteers during the course of separate interviews were asked, “how do quiet periods affect you?”

Volunteer A responded: *“Generally I feel that the time I find flies by, when you finish that call you may want to discuss the call and then maybe someone will call again. In any case even if I didn’t take calls in the night, I believe I am still providing a good service incase someone calls.”*

Volunteer B responded: *“I haven’t had one yet but I am new in the role”*

Participation: “The work is “very part-time so they do not see colleagues regularly, with the possibility of not seeing their manager (myself) much outside of monthly supervision or training”

Results from Survey II: Volunteer Motivation Inventory. (See Table III, p. 56 for ranking.) demonstrate a low scoring for social interaction in terms of impacting Charity A’s helpline’s motivation. This observation of the clinical manager should be considered alongside this data and potentially further tested.

In terms of exit interviews, national averages (IVR: Management Matters, 2007) for volunteer involving organisations show that 27% of organisations always hold exit interviews with volunteers. The clinical manager confirmed that there have been very few occasions over the past few years, when exit interviews have not been held with volunteers departing the organisation, however exit interviews do normally take place as part of the exit process, therefore demonstrating the positive practice of an initiative not

the norm in other sector organisations. Information derived from these exit interviews is not currently consolidated on a formal level.

Best practice volunteer management frameworks, (NCVO and LiV) incorporate learning and development as integral components of accreditation. Having the opportunity to build on work skills and the training and development provided by Charity A is considered to positively affect volunteer motivation. These results will be considered in more detail, further in this chapter.

5.1.4. Volunteer Engagement

Interviews with the clinical services manager and observations made as an active board member affirm that Charity A does not currently have a tailored process to measure volunteer helpline motivations and engagement accurately and reliably on an organisational level. This finding is based on a discussion and concurrence that occurred during the course of trustee board meeting.

Two volunteers when interviewed posited the belief that their engagement is considered by the organisation, yet they do not see evidence of any formal practices designed for that affect. Their comments supported the notion that there is organisational concern for volunteer well-being and ability to operate within the role without experiencing any kind of trauma. Volunteer A: *"I believe that the organisation is trying to understand our engagement through supervision. We are encouraged by the clinical services manager to discuss in the group any problem, or concerns that we have had in the course of an evening, then she takes notes of the supervision and then emails this out to the helpliners who could not attend."*

Engaging volunteers in organisational development seems to be received well by volunteers. The author of this paper is also currently running a HR strategic review for the organisation, in the course of an organisational survey, all volunteers (13) were asked (with the intention to include findings within this paper) whether they wanted to be

involved with organisational development or preferred not to be included. The findings clearly demonstrate that the participation in organisational development is desired, 93% appreciated having their opinions used to develop Charity A as an organisation.

When two volunteers were asked in the course of an interview, “do you think it would be of use, if volunteers were approached to see whether they wish to be involved in other organisational initiatives during the free time that they have whilst onsite (i.e. not on calls or write up)?” the responses were very positive (see Appendix XIV).

5.1.5. Volunteer Learning and Development

When asked in the management survey the volunteer manager confirmed that induction training is conducted, on the ‘job’ experiential learning occurs, continual professional training is supplied in addition to monthly supervision. It was been confirmed and triangulated, that one to one sessions to discuss learning and development needs and review of performance with volunteers do not generally occur.

Charity A conducts what they name as an induction training, in order to ensure that expectations of the role are managed and understood and further that volunteers are prepared for their volunteer experience. In an interview Volunteer B commented that, *“they bring it all down to earth in the training, I guess to see if you are committed,”*

Volunteer A’s experience was that, *“expectations of the role were communicated during interview. Personal challenges arose and were addresses in the induction, during scenarios, role playing and in all ‘preparation’ types of calls. However I can’t remember if I was asked at interview stage as to whether I could foresee any personal challenges.”*

It was felt by volunteer A that there was the opportunity for learning and development to occur if you wanted it especially in terms role/increased responsibility. It was commented that *“it is not pushed on you, its there if you want to and feel you are ready.”* Volunteer B felt

that it would not be appropriate to comment with only three months tenure in the organisation three months.

When asked, "What else would you like Charity A to provide you with to support your development?"

Volunteer A suggested, *"training in sexual abuse and courses relating to the subject matter"* and Volunteer B further suggested, *"access to reading material would be really great or material that they could recommend. I can see that there are lots of books here in the office but you can't take the books away."*¹⁵

In terms of continual professional development (CPD), it would seem that in practice that the regularity of CPD is not currently being evidenced. The volunteer manager stated that CPD occurs three to four times per year however the perception of one of the volunteers differs. Volunteer A commented *"It feels that there was a focus on training at the beginning of me being a volunteer and then it lapsed. I went to one called, 'the mind of the perpetrator.' It was for a whole day and it was really good. What's weird, is that the group I was in didn't have to pay but when it was put out there again those who wanted to attend had to pay."* The volunteer then proceeded to comment *"I have been here 1 year and 4 months - I have done 3 training sessions, and the last one was before September, if not before, there have not been any since to my knowledge."*

In terms of motivation, another volunteer commented; *"it would be definitely more motivating to have more courses. A menu based approach would be preferred, as choice is good. It would be great if every 3 months you do a course, I think if they have 2-3 courses a year it would be good. It would be good to know what other courses are out there."*

¹⁵ It has subsequently been clarified by one of the daily managers that the books are available for loan to volunteers however agrees that perhaps this has not been communicated.

5.1.6. Organisational Performance Management

Historically paid managers have never received regular appraisals / performance reviews and currently there is no process of performance management in place. Line management 'one-to-one's' are conducted on a monthly basis with one of the trustees, who acts as the managers' line manager. These sessions are designed to give support and guidance to the two managers, they do not generally consist of learning and development discussions but instead focus on operational issues where the line manager has strong expertise. This has been confirmed by the clinical manager and the line manager who sits on the board of trustees. Since this discussion took place, the consideration of designing a performance management system which incorporates learning and development needs is being considered.

In terms of volunteers and contracting counsellors, similarities can be drawn. Supervision is conducted with volunteers on a group basis, once a month. Charity A currently does not currently have a tailored process to measure volunteer helpline motivations and engagement accurately and reliably on an organisational level. Currently there is no annual appraisal / performance / development review for the volunteers. These findings were confirmed by the clinical manager and supported by a volunteer in the course of an interview.

5.1.7. Development of the Volunteer Manager

No-one within Charity A has been on any training or education courses in managing volunteers, this includes the clinical manager responsible for managing volunteers, this is confirmed not only by the clinical manager but also the board of trustees. This finding is consistent within the sector, as IVR research finds that only half of volunteer managers or coordinators in the UK have attended training or education courses in managing volunteers. (*IVR: Management Matters, 2007*)

However as a response to questionnaire the clinical manager felt that “some form of professional development would be useful” and preferred the following options:

Which of the following professional development options would you prefer?	
Answer Options - You can pick more than one:	Response
Informal / experiential (on the job)	Yes
Coaching	No response given
Personally led development (conducting own research)	Yes
Short training courses	Yes
Full accredited courses (9mths-1yr)	No response given

5.2. Motivation to Volunteer Findings

Findings relating to helpline volunteers' motivation to volunteer were derived from research undertaken in Survey II: Volunteer Motivation Inventory (VMI), Survey III: Qualitative Motivation Survey and interviews.¹⁶

5.2.1. Ranking of VMI Categories (Survey II data)

Volunteer helpline volunteers were asked to respond to a set of 27 motivation statements and score each with the level of importance in affecting their personal motivations to volunteer.

Each statement belongs to a motivation category, with varying amounts of statements per category. When the results on a category basis were calculated, (by averaging the Likert scale scores of related statements), the categories were ranked in descending order of importance as per Table III.

¹⁶ The assumption taken whilst interpreting the results of Survey II & Survey III is that answers given were honest and represented the true motivations of the participants and not what the participants wished to be perceived. However there is a clear danger that not all participants may have been honest in their scoring. For example, in answering “I volunteer because volunteering makes me feel important” survey participants may not have wished to be perceived or admit to themselves as having an egoistic reason for volunteering, subsequently scoring this statement as having a low impact on motivation to volunteer. The responses will be analysed on face value, however it is expected that a potential lack of total honesty in responding to the surveys may have some affect on data integrity but is unavoidable.

Table III - Charity A VMI Category Results:

Motivation Category	Category Rating (Average of Relating Statements)	Category Ranking
Personal Growth	4.08	1
Values	4.08	1
Personal Societal Contribution	4.00	2
Recognition	3.55	3
Reciprocity	3.42	4
Career Development	3.27	5
Self-Esteem	3.12	6
Reactivity	3.04	7
Opportunistic	3.00	8
Social Interaction	2.84	9
Reactivity	2.50	10
Religion	2.46	11
Gratitude	2.39	12

Results consolidated from primary research questionnaire. See below section for list of questions relating to each category. Methods of calculating averages can be found in the methodology, page 41.

5.2.2. Findings in terms of the Results and Context of VMI Categories' Individual Statements

The following section seeks to understand the results of the category ranking in context of the organisation and where relevant the volunteer management practice. Each of the twelve motivation categories will be considered separately and results analysed for the component statements. Relevant findings from interviews will also be included within this section.

Each table will include firstly the motivation category and its overall ranking compared to other categories. Secondly it will include the questions that are considered to be constituents of this motivation category, the result for each statement calculated using the Likhert scale (see methodology for calculation explanation) and finally its ranking in comparison to other questions.

Even though there are 27 individual statements, there are only 19 levels within the ranking due to some scores being the identical for a number of statements.

Table IV - Results for Personal Growth Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Personal Growth	4.08	1	I volunteer in order to develop personally	4.33	1
Personal Growth	4.08	1	Volunteering has had a big impact on my personal growth	4.17	2
Personal Growth	4.08	1	I believe volunteering gives me the opportunity to consider what is important in life	3.75	7

Personal Growth was joint highest scoring category for motivation. This high ranking is likely to be linked to the fact that 71% of the organisation is either in training or has trained in counseling / psychology. (Appendix X for analysis of helpline volunteers' occupations.) Being trained in a field which has a focus upon behaviours, motivations and self development could lead to that individual placing a high importance upon reflection and self development or personal growth, hence the high scoring of these three statements. There is qualitative supporting evidence of personal growth occurring within the volunteers, as one of them commented, *"I must admit I have grown as a person during my time as a volunteer, I have surprised myself."* In the course of a separate interview when asked, *"what else could Charity A do which would maintain or increase your level of motivation in terms of volunteering?"* another volunteer commented, *"it would be great to be given the latest findings for the subject of male sexual abuse. Its a subject that seems to be moving at the moment. Keeping you up to date with things would be great because I would feel that I was learning and growing"*

When asked about whether development one to one's would be beneficial, two volunteers responded, *"I think it would be interesting"* and *"Yes I'd like to know how I'm doing."* One volunteer commented *"Feedback from callers would be useful - to whether we are doing a good job or not."*

Table V - Results for Values Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Values	4.08	1	I see volunteering as part of my personal value system	4.08	3

The above statement and category demonstrates that helpline staff strongly believe that volunteering is part of their value system. The value system is deemed by some (e.g. Myers & Briggs) to be part of the personality and as such the helpline staff may see volunteering as part of their role identity. Therefore this incorporating the principles from the literature review in terms of role identity and the linked field of organisational based self esteem to volunteer management could prove to be beneficial.

Table VI - Results for Personal Societal Contribution Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Personal Societal Contribution	4.00	2	I am volunteering because I believe that I am meeting a need in the community	4.17	2
Personal Societal Contribution	4.00	2	I volunteer to make a difference in the world	4	4
Personal Societal Contribution	4.00	2	My motivation to volunteer is based on a desire to help people.	3.83	6

The second highest ranking was found to be linked to the concept of personal societal contribution. The statement relating to '*meeting a need in the community*' proved to be the second highest individual motivator leading to volunteer participation with Charity A . The service that Charity A provides certainly meets a need in the community¹⁷ and the helpline staff are a pivotal part of meeting that need. It is very positive finding that they understand that they are contributing to this effect and that it forms one of the higher factors for their motivation to work with the charity.

¹⁷ A founding reason for why Charity A was set up was to provide a specific male orientated service for men who have been sexually violated. Many male survivors feel that there is limited help available that can deal with the specific issues of male sexual violation. Other high profile sexual violation organisations are tailored towards or solely aimed at providing support for female rape or sexual abuse.

Table VII - Results for Recognition Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Recognition	3.55	3	Being recognised for my contribution to society by people outside of the organisation is important to me	3.17	12
Recognition	3.55	3	Being appreciated by my organisation is important to me	3.92	5

Recognition is the third highest category for helpline volunteers in terms of factors affecting motivation to volunteer. In Survey I: Volunteer Management Survey, the clinical manager was asked “*Are volunteers recognised for their contributions? If so how?*” The following types of recognition (non-financial rewards) were confirmed as those which are currently employed by Charity A :

- Verbal recognition
- Continuing professional training certificates which can be helpful for other job opportunities outside of this organisation.

When asked “how would you describe the recognition given to you by Charity A?” Volunteer A responded: “*I don’t know, I suppose they had an event at christmas, I think that’s it,*” and then further added, “*I do have three continuing professional training certificates.*”

It is not clear how much verbal recognition is being used due to the conflicting interview data. When further asked, “have you ever have received verbal appreciation for your participation?” the response given was: “*not that I can remember, but the clinical manager does say thank you if someone offers to do more.*”

It is confirmed by the volunteer manager and the board of trustees that currently there are no recognition in terms of tenure. In the course of an interview, the following question was asked, “if we could do anything for you which would affect motivation what would it be? One volunteer commented in terms of personal motivation, “*they should do something*

especially for people that have been volunteering for years. They should recognise long contribution in someway."

The intention to become involved with the National Volunteer Week 2010 for the first time and also linking in with Voluntary Action Camden was also stated. These initiatives have options for colleagues to be put forward for recognition, so that volunteers are also recognised outside of Charity A , which the clinical manager believes would have a positive impact for the organisation.

When considering the results from Survey II, it would appear that to be recognised for efforts by an external party has a neutral to slightly positive affect on motivation levels due to the scoring of 3.17, therefore currently it is questionable as to how powerful this practice may be. *"Being appreciated by my organisation"* is clearly a major factor in volunteer motivation and will be incorporated in the recommendation stage.

Table VIII - Results for Reciprocity Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Reciprocity	3.42	4	I volunteer because I believe you receive what you put out in the world(karma effect)	3.42	11

Reciprocity was considered to have a slight impact on motivation as it scores between neutral (3) and agree (4). It is an observation within this study however not of particular use for a secular organisation in terms of organisational development.

Table IX - Results for Career Development Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Career Development	3.27	5	I volunteer because volunteering gives me an opportunity to build my work skills	3.92	5
Career Development	3.27	5	I am motivated to volunteer because of the training opportunities within the role	3.67	8
Career Development	3.27	5	I volunteer because I feel that I can make important work connections	2.75	15

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Career Development	3.27	5	I volunteer because I feel that volunteering will help me to find out about employment opportunities	2.75	15

In terms of volunteers, 71% are either in training or have trained in counseling / psychology. The nature of the helpline work requires knowledge and application of related key skill sets, therefore it was initially expected that career development would score higher. However when looking at the four statements, there is a clear split in results, two have scored highly and two very low, therefore producing a lower average than first expected.

The two statements that score highly are related to improving career related work skills and undergoing training. In terms of the remaining questions, these were related to networking and employment opportunities connected with the role, both of which volunteers did not feel that they impacted their motivation to volunteer.

If the first two statements were classified as career development and the latter as another i.e. networking opportunities, career development as a category would have scored 3.8, with a new ranking of 3rd highest motivator. This finding is particularly important to consider when developing the volunteer management approach as it illustrates the important role of learning and development in motivating volunteers.

Table X - Results for Self-Esteem Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Self-Esteem	3.12	6	I volunteer because it makes me feel good about myself	3.54	10
Self-Esteem	3.12	6	I volunteer because volunteering keeps me busy	3.08	13
Self-Esteem	3.12	6	I volunteer because volunteering makes me feel important	2.75	15

It is clear that there is an egoistic nature to the category of self-esteem, however the volunteers seem to share a sentiment that they do not volunteer to make themselves feel

important and this is illustrated again in the qualitative analysis in the subsequent section with the statements. Many of the helpline volunteers could be seen to play down their role in their statements, for example one volunteer had “a desire to offer help in an often unnoticed and low profile.”

Whether volunteering can be truly altruistic is an academic point of contention.. The overall result is one of neutrality in terms of the relationship between motivation to volunteer and self-esteem. The latter two questions below demonstrate a neutral / non applicable affect on motivation therefore will not be further examined.

However the statement, “I volunteer because it makes me feel good about myself” is the key component of the category that is going to be considered as it scores highly and has relevance in terms of HRD considerations. The importance of recognition of the individual and their role identity in volunteer motivation is clearly demonstrated in the statements high scores, highlighting *“how the volunteer’s identity supports volunteer behavior to the point of dedication”* (Laverie & McDonald, 2007).

The response to this statement demonstrates that one of the motivations leading to volunteer participation is the positive effect of how a volunteer feels about themselves (i.e. their self esteem and related organisational based self esteem) which has a clear implications whilst developing a HRD approach to volunteer management.

Table XI - Results for Reactivity Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Reactivity	3.04	7	I have been in difficult situations and would like to offer support to others that are in difficulty	3.58	9
Reactivity	3.04	7	Volunteering helps me deal with some of my emotions	2.5	17

The reactivity category demonstrates that volunteers understand the impact of being in difficult situations and have chosen to react to this by helping others. It is to be expected

that helplineers are not using their volunteer experience to deal with their own emotions . There needs to be strong boundaries that in place due to the subject matter and it is a very positive finding that this research evidences.

Table XII- Results for Opportunistic Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Opportunistic	3.00	8	I started volunteering because my circumstances changed so that I now have the time	3.08	13
Opportunistic	3.00	8	I was not considering to volunteer until I saw an advert recruiting helplineers	2.92	14

The response for opportunistic is neutral, however the base data showed, that for both questions below there was a split between survey participants.

Table XIIa- Results for Opportunistic Category

Survey Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average
I started volunteering because my circumstances changed so that I now have the time	1	3	3	4	1	3.08
I was not considering to volunteer until I saw an advert recruiting helplineers	1	5	0	6	0	2.92

In terms of starting volunteer work, changing personal circumstances demonstrated a positive response from 42%, a negative response from 33% and a neutral response from 25%.

The result which is of particular interest whilst building a volunteer HR management approach is that 50% of participants were not considering to volunteer until seeing an

advert recruiting volunteers. This demonstrates that recruitment adverts do have significant value in terms of volunteer recruitment.¹⁸

Table XIII - Results for Social Interaction Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Social Interaction	2.84	9	I look forward to volunteering because of the social interaction I have in the office	3.08	13
Social Interaction	2.84	9	The social events provided by the organisation are important to me	2.75	15
Social Interaction	2.84	9	I volunteer because of the social contacts that I can make	2.69	16

Social interaction as a category does not have any significant impact on motivations, which is fortunate as often the helpline is manned solely by one volunteer for a whole shift.¹⁹

Table XIV - Results for Religion Category

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Religion	2.46	10	I volunteer due to my religious/spiritual beliefs	2.46	18

The low scoring of religion in terms of motivation to volunteer is not surprising considering that Charity A is a secular organisation.

Table XV - Results for Gratitude Category

¹⁸ A volunteer responded in an interview, "I saw the ad on the internet Guardian I think, I thought it would be something that I might be able to contribute towards, I hadn't heard of Charity A until this point and I am really happy to be able to give something."

¹⁹ However the neutral to low scoring for the statements might be due to this fact that social interaction is currently low, i.e. "I look forward to volunteering because of the social interaction I have in the office," might score higher if there was a higher level of social interaction.

Category	Category Average	Category Ranking	Statement	Statement Score	Statement Ranking
Gratitude	2.39	11	The organisation I volunteer for has helped me or someone that I care for and I volunteer as a way to say thank you	2.08	19
Gratitude	2.39	11	I volunteer because I am grateful to the organisation for which I volunteer and wish to give something back to it.	2.69	16

Gratitude was included within the survey, due to the fact that there are ex-service users in the organisation. It was initially considered, that gratitude was not a motivator and concept disproved on the basis the category statements ranked lowest in terms of the affect on volunteer motivation. However when analysis was conducted there were some positive responses on the Likhert scale, indicating for a minority of the respondents gratitude was a factor in motivation. Further investigation of this idea was not taken as disclosure of any issue was not desired.

5.2.3. Qualitative Motivation Survey Results

Participants were asked in Survey III (Qualitative Motivation Survey) to describe their personal motivations to volunteer in order to in order to gain qualitative analysis and not limit responses to predefined categories. The data is displayed below in the Table XVI.

Table XVI - Qualitative Responses to Survey III	Key Motivations	Corresponding VMI Category
<i>My main motivation for working here is to break the stereotypes and taboo around this subject I feel that people should come together to try and make society more aware of this. In conjunction to this I feel motivated to be part of an organisation where survivors can turn to when there is no one else.</i>	Break stereotypes / taboos Societal education To help those in need	Personal Societal Contribution

Table XVI - Qualitative Responses to Survey III	Key Motivations	Corresponding VMI Category
<i>A realisation of the long lasting effects that sexual abuse and rape has on an individual and that these issues are still taboo in society and a wish to assist to help break down these taboos</i>	Break stereotypes / taboos	Personal Societal Contribution
<i>The desire to offer help in an often unnoticed and low profile but very important and complex human experience.</i>	To help those in need	Personal Societal Contribution
<i>Being given the opportunity to help and support people currently less fortunate than myself.</i>	To help those in need	Personal Societal Contribution
<i>Charity A provides a vital service and it one of the only helplines of its kind therefore I felt compelled to help.</i>	To help those in need	Personal Societal Contribution
<i>Knowing that I may have helped someone and made a difference, however small, in their life.</i>	To help those in need	Personal Societal Contribution
<i>To break stigmas</i>	Break stereotypes / taboos	Personal Societal Contribution
<i>To listen to men as best I can so that they can say the unsayable.</i>	To help those in need	Personal Societal Contribution
<i>To let guys know there is support on offer if needed, in an area that still suffers from social taboos</i>	To help those in need	Personal Societal Contribution
<i>To gain a better understanding of sexual abuse issues, and to work from out of my comfort zone.</i>	Personal Growth	Personal Growth
<i>To support those who are in need and develop my own helping skills as part of a supportive team.</i>	To help those in need Personal Growth	Personal Societal Contribution Personal Growth
<i>A passionate belief in and commitment to reparative therapeutic engagement with men who have been sexually abused as children and/or adults. It's a privileged position to be in.</i>	To help those in need	Personal Societal Contribution

When applying the VMI categories to the personal motivation descriptions given, was not entirely consistent with the ranking of categories within the Survey I data set. The highest scoring categories within Survey I, using the qualitative VMI approach proved to be Personal Growth and Values in joint first place, with personal societal contribution second.

In Survey II, Personal Societal Contribution was listed as the main motivators for 12 of the 13 reasons why helpline volunteers volunteer, giving a result of 92%. Personal Growth was listed as the main motivator for 1 of the 13 reasons why helpline volunteers volunteer, giving a result of 8%. Using a qualitative methodology (Survey III) an increased altruistic response is clear, as 92% of motivators were altruistic in nature as opposed to the egoistic motivator “personal growth, ” which was seen to be the highest motivation factor when using quantitative methodology and the Likhert scale (Survey II).

The findings of Surveys I, II, III and the interviews lay the foundations for the recommendation stage of this paper. When designing the types of recommendations in order to develop volunteer management practice, these findings show that personal societal contribution, learning and development, personal growth and values, should be given consideration when developing a volunteer management strategy which takes volunteer motivation into account.

6. Concluding Discussion

The intention of many volunteer practices is to develop high commitment in their volunteer resource. The correlation between volunteer management and High Commitment HRM can be seen when comparing best practice volunteer management models and Guest's best practice HRM model. Volunteer England are leading a discussion currently online and at policy level, and raising the question, should volunteers be managed the same way as employees. It is the author's belief that differences are needed to maintain the voluntary perception of the work conducted else it may affect motivation. If volunteer management is already using high-commitment HRM theory, it opens up the idea of the investigating the applicability of a best-fit approach to volunteer management (i.e. Paul Illes) or aspects of it. As far as the author is aware, strategic fit and integration of volunteer management with organisational strategy is an area of little exploration.

The majority of theory in relevant literature relates to volunteers as one entity. Discussion in the literature review illustrates the differences and their impact in definition and interpretation of what it is to 'volunteer.' During the literature review it became apparent that there has been virtually no academic studies conducted in terms of helpline volunteers and their motivation or management. Low et al's (2007) divided volunteer activity into thirteen categories. Of which volunteering on a helpline could fall into two, the categories of, 'giving advice, information and counselling' or 'other help,' however motivations for these categories would also include other types of volunteering, so the study was not focused upon helpline volunteers.

It is the author's belief that this paper makes an original contribution to the field of research into volunteer motivation and management, based on the consideration of viewing helpline volunteers as a unique group, with findings specific to them. It would appear that there is a potential link between ex-service (helpline) users and the decision to volunteer for a helpline. Further research is required in another organisation where

disclosure of using the service does not pose ethical issues. If a positive relationship was reconfirmed then this factor could be incorporated into volunteer strategy and management practice. It could help shape volunteer recruitment and retention initiatives. This research could therefore have value for a broader audience than only Charity A, especially other charities that deliver helpline services through the volunteer resource.

Understanding the reasons why the current group of retained helpline volunteers were motivated to volunteer for Charity A has helped develop a deeper understanding of the culture within the volunteers group. The research that was conducted for the purposes of this paper was the first time that volunteer motivation has been approached on a formal basis within Charity A. This information will be used within the recommendation stage to ensure that volunteer satisfaction is achieved due to incorporating aspects of volunteer motivation into intervention design.

The findings demonstrate that volunteer management appears to be emergent as opposed to strategic in nature. The impact of this is this approach to volunteer management is that no-one in the organisation can foresee how or if the volunteer organisation is going to develop or mitigate risks in the future.

The recommendations in the following section, have been made to rectify the organisational issue identified for Charity A in that:

There is no current volunteer management strategy and no formal initiatives to consolidate information leading to regular monitoring and improvement of recruitment, retention, engagement, volunteer motivation and learning and development.

Recommendations have been formulated with results of volunteer motivation research taken into consideration.

Limitations of Research

Limitations were experienced in the initial stage of piece whilst conducting the research into the motivation to volunteer. There was an initial interest to look at the split in motivation within the VMI responses in terms of those who work or are training within the therapeutic field and those who are not, and to link them to motivation categories. The author questioned whether there would be a relationship between those who were volunteering for career reasons and those who were not in terms of levels of organisational commitment and length of service. The barrier encountered was not whether the research could be conducted but whether ethically it should be as I was concerned that I might inadvertently disclose participants input in a way that might make them identifiable. For this reason I decided not to conduct this line of research.

The sample set of participants were low in numbers (13 volunteers) due to the size of the organisation. This has clear limitations for the applicability of the findings of the research to other organisations. The author believes that this study primarily demonstrates two points of detail, firstly a link between volunteer management and volunteer motivation and secondly the primary motivations for helpline volunteers. Both are areas which require further academic study on a large sample set and the inclusion of other organisations in order to confirm whether findings can be applied in a wider context of helpliners from other organisations.

The differences in responses for the main motivations for volunteering between Survey II and Survey III are now to be briefly covered. They could be due to many reasons, including the following:

- * Volunteers have the perception that personal societal contribution (mainly helping people) is their motivation to volunteer.
- * Personal societal contribution is a main motivator for volunteers however they were unaware until asked of the importance of personal growth to them.

* Personal Growth is the main motivator for volunteers but want others to perceive an altruistic motivation for their volunteerism (i.e. that personal societal contribution (mainly helping people) is their motivation to volunteer.)

Understanding the differences in responses would require another investigation, likely within a psychological science discipline. Whilst these results would prove to be very interesting, this paper is concerned with understanding what the current motivations are (or what they are consciously perceived to be by volunteers) and the HR implications.

7. Recommendations

Understanding the organisation and its context is of great importance when addressing issues of volunteer management and motivation.²⁰ As outlined in the case-study there has been much organisational unrest over the past two years, instability of the board of trustees, lack of strategic planning, leadership and transparency. As a consequence of a formal strategic review being currently undertaken, there is currently no agreed organisational strategy for 2010/11 to integrate with. The recommendations have been made considering this fact.

The primary recommendations are as follows:

- A volunteer organisational strategy is designed and implemented
- A formal volunteer management toolkit is implemented. Development of formal initiatives leading to regular monitoring and improvement of volunteer recruitment, performance, retention, engagement, motivation and learning and development.

In order for the primary recommendations to be successful, the following supporting recommendations / actions are necessary:

- The volunteer manager needs support in own development to help contribute
- The organisational strategy for 2010/11 has to be signed off and agreed
- The board of trustees and management team need to consider how organisational performance is being monitored. A strong process of goal setting is not something which is currently displayed within Charity A leading to an issue in terms of transparency and inefficient management practice.

The recommendations are for consideration purposes only. A final approach to building a new volunteer strategy and strengthening volunteer management practice whilst

²⁰ When implementing recommendations, Charity A should also give consideration to Herzberg's motivation-hygiene theory. An organisation could understand and react to their volunteers' motivation to volunteer, however other aspects of organisational culture / behaviour which are unrelated to the explicitly understood motivations could negatively or positively affect satisfaction levels. This could lead to an impact on levels of organisational commitment.

incorporating the motivations of volunteers should be agreed at board and management level after the 2010/11 organisational strategy is finalised. The overall recommendation is that Charity A approaches this with organisational participation as a key consideration. A fact that was discovered in the course of research is that 93% of volunteers wish to have their opinions considered in terms of organisational development. The focus of this piece was to provide realistic and implementable recommendations therefore in order for them to be successful they must be participatory and inclusive of volunteer involvement. Recommendations highlighted in the following section are therefore intended to be options for consideration not a final action plan.

7.1. Design and Implementation of a Volunteer Management Strategy

The organisational strategy for 2010/11 is expected to be signed off and agreed by May 2010. Recommendations are intended to be realistic, therefore most suggested timelines are subsequent to this date. It is suggested that in forming the volunteer management strategy, consideration should be given to either incorporating or adopting one of the best practice models as guidance (see Appendix XVI).

Table XVII Volunteer Management Strategy Recommendations

Recommendation	Rationale for Recommendation	Cost Implication	Feasibility	Key Participants	Suggested Timeframe
Volunteer Strategy Team is formed	Currently all daily practice is not transparent and emergent. Rationale for approach is that volunteers wish to be involved in organisational development. Their engagement is likely to increase feasibility and success of strategy implementation.	Low	High - No constrictions	* Volunteer Manager * One trustee * Multiple Volunteer Representatives	01 May 2010

Recommendation	Rationale for Recommendation	Cost Implication	Feasibility	Key Participants	Suggested Timeframe
A project approach is taken to strategy development	Strategy development is a new concept for the organisation as mostly initiatives are emergent. Taking a controlled approach is likely to be beneficial.	Low	High - No constrictions	Volunteer Strategy Team & Steering group (board of trustees)	Throughout
Strategy is agreed and communicated to the volunteers / organisation	Communication management is key in volunteer engagement.	Low	High - No constrictions	Volunteer Strategy Team & Steering group (board of trustees)	01 August 2010

7.2. Implementation of a Formal Volunteer Management Toolkit

7.2.1. Helpline Performance Figures

Call logging was introduced in March 2010 in order to have transparency as to the helpline service operation. This data could also feed into a volunteer management report which would increase transparency of the nature and volume of work being conducted by

7.2.2. Increasing Volunteer Participation

Work frequency was raised by the clinical services manager as a potential factor in retention. As previously stated in the findings section *"volunteers work a ... shift with "no guaranteed workload (can be very busy, then quiet)."* If the call logging data was used to identify the % of time being utilised on calls, volunteers could be approached to see whether in the remaining time they wish to be involved in other organisational initiatives which could help them develop personally. *"I volunteer in order to develop personally"* was the highest scoring question in Survey II: Volunteer Motivation Inventory.

Charity A is currently developing their website, volunteers are yet to be invited to give ideas for improvements. This is a clear example where increasing participation in organisational development would prove to be interesting for some volunteers. When asked whether being asked for opinions for the new website development would be received well, one volunteer commented: “I would be up for being involved. Its great everyone has a point of view and it would be nice to be asked.” One of the volunteers who was involved with the scoping of the new advertising campaign and “found that day rewarding, I’m still processing it and learning from it.”

The comments of one volunteer support the data that 92% volunteers appreciate their opinions being considered in terms of organisational development, “this is the organisation that I have chosen to be involved with, if there is anything else that I could be involved with I would like to be. Its hard because its not like we get an opportunity to work with other people so I don’t know what they might say. Personally I think its good, might help me to learn some things.”

This recommendation has no cost implications or political constrictions, would not incur a high amount of managerial input and is likely to increase engagement /motivation of helplineers.²¹

7.2.3. Regular Retention Analysis

It is recommended that a process is designed where levels and reasons for attrition are recorded and monitored by the volunteer manager and quarterly by the board of trustees. Regular retention analysis would increase transparency of the volunteer experience and help management identify any attrition trends that interventions could be devised to increase retention. There are no cost implications for this recommendation and time for

²¹ *The nature and appearance of any additional work must be seen to be voluntary (i.e. in quiet times, where call volumes are low, they have the option to be or declined to be involved in other projects and that they do not feel obliged.) that participation is of a voluntary nature and any change is not perceived to be contractual for legal considerations.*

consolidation of information is minimal. An input into the retention analysis could be the strengthening of the exit interview process. Currently exit interviews are conducted, however this information is not recorded or consolidated.

7.2.4. Recruitment Trend Analysis & Interventions

The past three recruitment rounds have proved to have low retention levels after 6 months, June 2008 wielded retention of 25% of new recruits who had finished training, 50% were retained in January 2009 and for June 2009's volunteer intake only 25%. The main reasons given were for ceasing of volunteer participation was for personal reasons and not feeling comfortable in the role. In order to increase retention and improve the effectiveness of recruitment it is recommended that:

Table XVIII Recruitment & Retention Recommendations

Recommendation	Feasibility	Cost Implication	Rationale for Recommendation	Suggested Timeframe
A further investigation, (lead by the volunteer manager) is conducted to understand how Charity A can support volunteers so that they feel comfortable in the role.	High Can be conducted by Survey Monkey to ensure confidentiality	Financial - low (no financial implication) Time - low (estimated 3 hours total to design survey and consolidate feedback)	Retention may improve if distress is managed better. Findings be used to volunteer management strategy.	01 May 2010

Recommendation	Feasibility	Cost Implication	Rationale for Recommendation	Suggested Timeframe
A larger intake of volunteers is also recommended	Medium It will require that the approach taken within in training and induction may have to be amended to ensure high quality standards	Financial - low Time - high (it will increase recruitment and training lead-time conducted by the volunteer manager)	This will help ensure the requisite number of volunteers are participating in the organisation.	January 2011 intake
A study is conducted between methods of recruitment and tenure of volunteers.	High Can be conducted by Survey Monkey	Financial - low (no financial implication) Time - low (estimated 3 hours total to design survey and consolidate feedback)	Findings be used to strengthen recruitment strategy.	01 May 2010

7.2.5. Motivation & Engagement Analysis

Charity A currently does not currently have a tailored process to measure volunteer helpline motivations and engagement accurately and reliably on an organisational level. However there is opportunity for the collation of this information to be designed, consolidated and used more formally on a strategic level. This can then be used to feed into the volunteer strategy and justify interventions designed to maintain volunteer motivation.

Table XIX Engagement Recommendations

Engagement Recommendation	Feasibility	Cost Implication	Rationale for Recommendation	Key Participants	Suggested Timeframe
A new approach to measuring volunteer engagement should be designed and implemented. Inputs could include an anonymous survey and feedback from supervision.	High	Nominal - Charity A has a Survey Monkey account already if an online survey was identified as a tool.	Understanding current and trends in volunteer engagement will help mitigate volunteer resource risks and inform strategy making.	Volunteer Strategy Team for design, Board of Trustees for approval	01 October 2010

7.2.6. Recognition & Reward Analysis

The findings demonstrate that organisational appreciation of volunteer efforts impact the level of volunteer motivation. Ensuring that recognition is an integral part of the volunteer management toolkit and related interventions will help to maintain levels of volunteer motivation and OBSE, contributing to retention.

Charity A is planning to put volunteers forward for recognition during the National Volunteer Week in June 2010. The findings of Survey II (VMI) in terms of volunteer motivation demonstrate that external recognition of service currently has a mainly neutral affect on motivation, however this maybe linked to the fact that there is no such practice currently.

It is recommended that the organisation revisits the statement from Survey II, *“Being recognised for my contribution to society by people outside of the organisation is important to me”* with volunteers after this event to assess whether it does have an increased affect on motivation. It is also recommended that when considering reward²² and recognition that volunteer’s motivations are considered within the design stage. Linking reward and motivation may increase engagement and tenure.

²² When designing a reward and recognition initiative, Charity A needs to ensure that it considers the legal implications of any form of reward, ensuring that it cannot be perceived as payment.

Table XX Recognition Recommendations

Recognition Recommendation	Feasibility	Cost Implication	Rationale for Recommendation	Key Participants	Suggested Timeframe
<p>A volunteer recognition programme should be designed and implemented based on tenure and effort.</p> <p>Non-Financial reward should be considered - i.e. biannual team dinners / events.</p>	High	Estimate is £1000 - £1500 per year	The findings demonstrate being recognised by Charity A for their contribution has a high impact on motivation.	Volunteer Strategy Team for design, Board of Trustees for approval	01 December 2010

7.2.7. Volunteer Learning and Development

It should be noted that efforts have been made in the past two years to strengthen the focus upon learning and development for volunteers. Courses have been run and induction designed and implemented. The recommendations intend to support and build on what has currently been achieved. Induction has been introduced, it is recommended that a review of effectiveness is conducted in August 2010 to feed into supporting initiatives. Subsequent to induction there are no formal training schedules in place for volunteers. Training delivery, in terms of consistency is perceived to be erratic as per research results. With personal development being a high motivator for volunteers with a large proportion being motivated due to training opportunities, formalising a learning and development programme and incorporating it within the volunteer management strategy is considered to be essential to maintain or increase motivation.

During the course of the strategy build, it is recommended that a discussion should be taken as to whether continual professional development should be considered a reward as it currently is. It is the author's belief that supporting the learning and development of volunteers in the course of their role and expanding their knowledge and skill set is the responsibility of Charity A, it should not be viewed as reward.

It is recommended that learning and development is considered and incorporated in the volunteer strategy forum. Examples of how learning and development could be improved, estimated costing and a proposed supporting strategy should be delivered to board as an incorporated feature of the umbrella volunteer management strategy.

(Examples could include the initiation of volunteer PDPs, the publication and communication of an annual volunteer development timetable, with scheduled learning events, incorporation of a learning and development satisfaction metric in engagement analysis and biannual organisational learning needs analysis.) There are no feasibility constraints in this recommendation. Budget for any learning and development plan will be addressed during proposal consideration.

7.3. Volunteer Manager Development

The volunteer manager believes that “some form of professional development would be useful.” It is recommended that a session or course of sessions are conducted in order to provide an opportunity to discuss and identify learning needs, with the potential to lead to further sessions which track and support reflection of progress.

When considering this recommendation it is suggested that it is approach in conjunction with reflection of Maslows’ “Four Stages of Learning” theory. The volunteer manager is aware that there is a) a skills gap in terms strategic management skills and b) not fully comfortable with some business terminology and concepts (such as strategic integration, governance & build) This demonstrates a level of conscious incompetence (an individual is aware of the lack of skill in an area.) Mentoring or coaching would be relevant interventions to support the volunteer manager’s development. Sessions should be primarily self-led, allowing for reflective thought.

Personal insight in terms of what skills and knowledge need to be developed within volunteer management might not be present. Using Maslow’s theory, the volunteer manager maybe in the stage of unconscious incompetence (where an individual doesn’t

know that they don't know something.) There may not be an awareness of current best practices in volunteer management and therefore not know what key development areas are. If this is the case Appendix XVI gives five learning and development options for consideration, the volunteer manager could pursue in the strengthening and understanding of strategic management and volunteer management.

Of all of the options given recommendation from the author is that the PgDip/MSc in Voluntary Sector Management (see Appendix XVI for module breakdown) is the best option available. This course would give a structured approach to meet what are currently understood to be the identified skills/experience gaps for the volunteer manager relevant to the role within volunteer management and the clinical service management role. The volunteer manager has expressed a preference for shorter courses, however research has found that there are limited courses available which appear to give value for money and possess a strong / quality syllabus. This should be discussed during the PDP process (covered in the subsequent section).

7.4. Introduction of a Performance Management System for the Managers

Once the development needs have been identified they should be incorporated into a personal development plan (PDP). Currently there is no formalised performance management or development system in place for managers. It is recommended that a performance management process is introduced with a high focus upon horizontal and vertical strategic integration, to ensure that all functions and within the organisation are supporting each other.

Table XXI Performance Management Recommendations

Considerations	Performance Management Recommendations
Goal Setting	The performance and PDP goals should be agreed using a considered goal setting approach (i.e. SMART), thus helping to ensure feasibility and linkage between personal goals and organisational strategic goals currently being set. Both of the daily managers have just renegotiated their contracts.
Involved Parties	It is recommended that design of the performance management system is conducted by the line manager (a trustee) the author of this paper (also a trustee) in participation with the two daily managers.
Cost Implications	There should be no financial cost implications of this process
Organisational Metrics	The PM system should incorporate organisational metrics. Currently a strategic review is being conducted within the charity which is defining key metrics.
Timing	The strategy for 2010/11 is expected to be delivered by May 2010. It is the authors consideration that a new performance management system can be realistically be in place three months after the delivery of the strategy.

8. Learning Review

In the course of researching this dissertation I have read a lot around the subject of sexual violation, challenged my own assumptions and learned a great deal about volunteer management as a whole new area which hopefully will prove beneficial in my future work as a trustee on the board.

Reflection is a process which I have had to consciously build into my work and approach. In terms of Honey and Mumford's learning styles, I scored extreme high scores on the scale in terms of being an activist and theorist, average to high score for being a pragmatist and a low reflector score. I tried to be aware of this during this process, however a personal learning point is that whilst under pressure, reflective practice is the first thing which has a tendency to slip and I revert to theorist and activist behaviour. I seem to want to understand the theory, apply then write. I have had to consciously bring reflection into my approach at every step.

I initially approached the dissertation, believing it would be a linear process. My expectation was that time would be spent researching the topic, analysing the organisation, applying academic theory to findings and then making recommendations, in that order. Reality proved to be a little different. Ensuring that I was reflecting in action, often meant that I then flagged other areas of consideration in the whole course of writing this dissertation. Less than two weeks prior to the dissertation submission date, I was looking at the Volunteering England website and realised that they were running a public poll that was of use within the piece. The question, should volunteers be managed in the same way as paid employees, prompted me to stop and consider this fact, question my assumptions and change my recommendations. Clearly this is not a linear process.

When I commenced the dissertation, I believed that I have a very process based approach to understanding new concepts, due to the studying of a law degree at undergraduate level and eight years experience within process optimisation and business performance

management. However in the course of this piece I started to use systems thinking and mind mapping techniques to understand connections between aspects of traditional HR and volunteer motivation and management. I realised that I also have a preference for making connections and seeing the 'bigger picture' with HR systems and process now

I have found the experience of researching this piece relatively humbling. I come from a strategic international business background and I realised through writing this piece that I had become a little too removed from the human aspect of human resource development. I had a strong belief that everything had to be strategically integrated, if an initiative wasn't clearly supportive of the overall business strategy, I would have recommended not to pursue it. I was clearly a member of the hard HRM approach.

Currently however I can now see the benefit of supporting initiatives which may not be strategic in nature. They may increase organisational good will, motivation and organisational based self esteem (OBSE) which can lead to increased performance. OBSE is an entirely new concept for me and I can see the leverage in terms of high commitment HRM, that focusing upon increasing OBSE and role identity could support, in terms of both paid or unpaid organisational members.

9. Appendix

Appendix I - Classifications of types of volunteering activity

Raising, handling money
Organising, helping run an event
Committee member
Educating
Secretarial, administrative, clerical
Representing
Transporting
Visiting people
Giving advice, information, counselling
Befriending
Campaigning
Other practical help
Other help
<i>Base (unweighted)</i>

Extract from Table 4.13, Low et al (2007)

Helping Out: A national survey of volunteering and charitable giving

Appendix II - Volunteer Motivation Categories as per Clary, Snyder and Ridge (1992)

1. Values (i.e. acting on deeply held beliefs about the importance of helping others)
2. Understanding (i.e. involvement in activities that satisfy the desire to learn)
3. Career (i.e. seeking ways to explore job opportunities or advance in the work environment)
4. Social (i.e. conforming to the normative influence of significant others)
5. Esteem (i.e. enhancing the person's sense of esteem)
6. Protective (i.e. escaping from negative qualities or feelings).

Appendix III - The Volunteer Motivation Inventory (VMI) categories as developed by McEwin and Jacobsen-D'Arcy (2002)

1. Values (e.g. 'I volunteer because I believe I am meeting a need in the community in my volunteering role')
2. Career Development (e.g. 'I volunteer because I feel that volunteering will help me to find out about employment opportunities')
3. Personal Growth (e.g. 'I volunteer because I feel that volunteering gives me a better understanding of what life is about')
4. Recognition (e.g. 'I feel that it is important to receive recognition for my volunteering work')
5. Hedonism (e.g. 'I volunteer because volunteering makes me feel like a good person')
6. Social I (e.g. 'I volunteer because volunteering provides a way for me to make new friends')
7. Reactivity (e.g. 'Volunteering gives me a chance to try to ensure people do not have to go through what I went through')
8. Reciprocity (e.g. 'I volunteer because I believe that you receive what you put out in the world')

Appendix IV - Esmond and Dunlop's (2004) final expansion and adaption of the VMI Categories

1. Values (Va) whereby the individual volunteers in order to express or act on firmly held beliefs of the importance for one to help others (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because I feel it is important to help others'.
2. Reciprocity (Rp) whereby the individual volunteers in the belief that 'what goes around comes around'. In the process of helping others and 'doing good' their volunteering work will also bring about good things for the volunteer themselves. This scale consists of two statements, e.g. 'I volunteer because I believe that you receive what you put out in the world'.
3. Recognition (Rn) whereby the individual is motivated to volunteer by being recognised for their skills and contribution and enjoys the recognition volunteering gives them. This scale consists of five statements, e.g. 'I like to work with a volunteer agency, which treats their volunteers and staff alike'.
4. Understanding (Un) whereby the individual volunteers to learn more about the world through their volunteering experience or exercise skills that are often unused (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because I can learn how to deal with a variety of people'.
5. Self-Esteem (SE) whereby the individual volunteers to increase their own feelings of self-worth and self-esteem. This scale consists of five statements, e.g. 'I volunteer because volunteering makes me feel like a good person'.
6. Reactivity (Rc) whereby the individual volunteers out of a need to 'heal' and address their own past or current issues. This scale consists of four statements, e.g. 'Volunteering gives me a chance to try to ensure people do not have to go through what I went through'.
7. Social (So) whereby the individual volunteers and seeks to conform to normative influences of significant others (e.g. friends or family) (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because people I'm close to volunteer'.
8. Protective (Pr) whereby the individual volunteers as a means to reduce negative feelings about themselves, e.g., guilt or to address personal problems (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because doing volunteer work relieves me of some of the guilt for being more fortunate than others'.
9. Social Interaction (SI) whereby the individual volunteers to build social networks and enjoys the social aspects of interacting with others. This scale consists of four statements, e.g. 'I volunteer because volunteering provides a way for me to make new friends'.
10. Career Development (CD) whereby the individual volunteers with the prospect of making connections with people and gaining experience and field skills that may eventually be beneficial in assisting them to find employment. This scale consists of four statements, e.g. 'I volunteer because I feel that I make important work connections through volunteering'.

Appendix V - Kolnick and Mulder's (2007) recommendations to improve volunteer participation

Nonprofit Organisations Can Improve Volunteer Recruitment Efforts by Focusing on:

1. Clear messaging that highlights local service involvement.
2. Displaying competent leadership.
3. One-hour information sessions for prospective volunteers.
4. Targeting corporations, college/high school students, and sports teams, and continuing to recruit from the religious community.
5. Online endorsement through corporate and religious organisation Web sites.
6. Identifying a champion to serve as a spokesperson.
7. Short-term projects.
8. Emphasizing flexibility and friendship in volunteering.
9. Highlighting the benefits of volunteering on a team.
10. Providing concrete examples of tasks and volunteer expectations.

Table from: Mulder, J. and Kolnick, L., (2007) Strategies to Improve Recruitment of Male Volunteers in Nonprofit Agencies,

Appendix VI: The Motivation Process, Locke (1997)

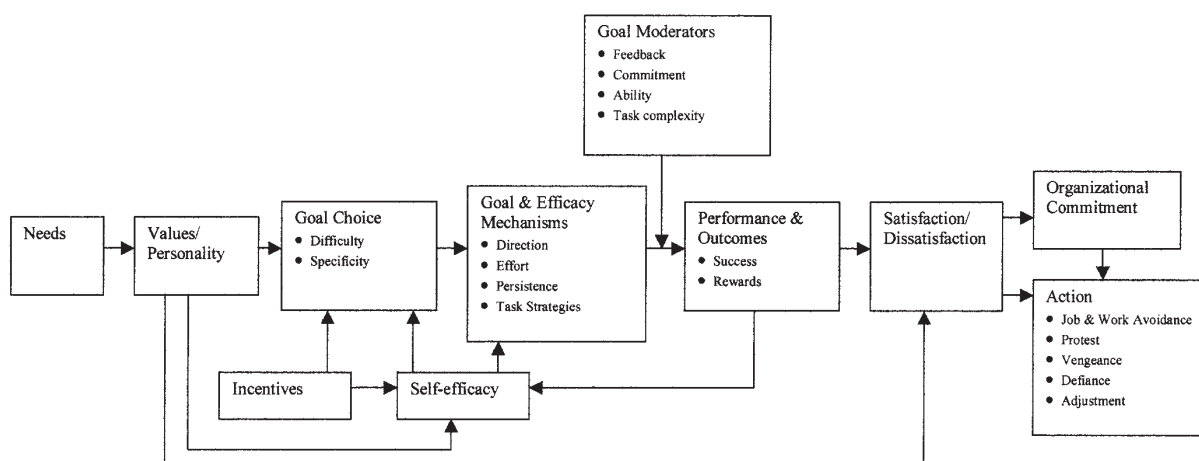


Figure 1. The motivation process. Reprinted from "The Motivation to Work: What We Know" by E. A. Locke, in *Advances in Motivation and Achievement*, Vol. 10, M. L. Maehr & P. R. Pintrich (Eds.), p. 402, Copyright 1997, with permission from Elsevier.

Diagram is an extract from Meyer, J.P., et al 2004, *Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model*, *Journal of Applied Psychology*, Vol. 89, No. 6, p 993

Appendix VII: Employee Commitment and Motivation Integrative Model - Meyer et al (2004)

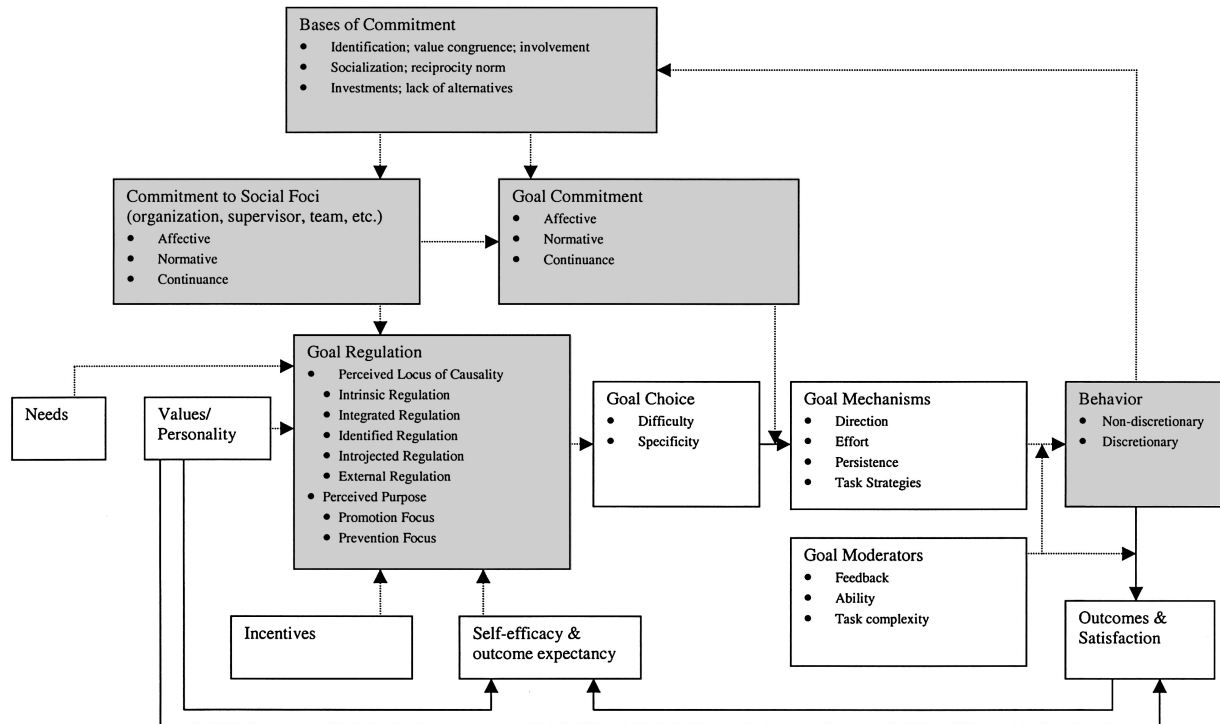


Figure 2. An integrated model of employee commitment and motivation.

Diagram is an extract from Meyer, J.P., et al 2004, *Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model*, *Journal of Applied Psychology*, Vol. 89, No. 6, p 998

Appendix VIII - A model of volunteer involvement

The model starts with the non-volunteer and progresses to the long term volunteer. Four stages are characterised:

- **The doubter** is outside volunteering, and may have attitudes, characteristics or circumstances which keep them a non-volunteer.
- **The starter** has entered volunteering by making an enquiry or application.
- **The doer** has committed to being a volunteer and begun volunteering.
- **The stayer** persists as a long-term volunteer.

The eight pressure points: The eight points at which an appropriate intervention convert non-volunteers into lifelong donors of their time and abilities by overcoming or minimising barriers, are:

- The image and appeal of volunteering
- Methods of recruiting volunteers
- Recruitment and application procedures
- Induction into volunteering
- Training for volunteering
- Overall management of the volunteering
- The ethos and culture of the organisation
- The support and supervision given to volunteers

Extract From: A Choice Blend: What volunteers want from organisation and management Katharine Gaskin 2003

Appendix IX - National Occupational Standards for the Management of Volunteers (NCVO): Key Areas

Key area A Develop and evaluate strategies and policies that support volunteering

Key area B Promote volunteering

Key area C Recruit and induct volunteers

Key area D Manage and develop volunteers

Key area E Manage yourself, your relationships and your responsibilities

Appendix X - Results from Survey I - Volunteer Management

(Results have been reformatted to removed identity of organisation)

Q1)

What proportion of your time is spent managing volunteers in an average month? This question will then be compared to National Statistics for small and large organisations involving volunteers.		
Answer Options	Response Percent	Response Count
Less than 25% of time	0.0%	0
25-50% of time	100.0%	1
50-75% of time	0.0%	0
Over 75%, but not all of time	0.0%	0
All your time	0.0%	0
answered question		1
skipped question		0

Q2)

Please tick the response for each question that you believe is appropriate and correct. Questions are taken from the NCVO best practice checklist.

Answer Options	Yes	Yes but needs improvement	No	Response Count
Is there a volunteering strategy in place in your organisation?	0	1	0	1
Are there written volunteering policies?	1	0	0	1
Does each volunteer have a written role description and role specification?	1	0	0	1
Are references checked?	1	0	0	1
Do all volunteers have a Criminal Records Bureau check?	1	0	0	1
Do all volunteers have an induction?	1	0	0	1
Is training provided sufficient to the volunteer's work and role?	1	0	0	1
Do volunteers have supportive supervision and management?	1	0	0	1
Do volunteers have opportunity for regular one-to-ones?	0	0	1	1

Q2b) Is there anything else that you do which you consider to be good volunteer management

Offer continuing professional development training, offer individual supervision when needed, regular group reviews, ask for feedback and involvement from volunteers about improving the service, offer opportunities for development of role/increased responsibility within the team.

Q3)

How do you identify & recruit volunteer helpers?				
Answer Options	Yes	No	Tick if you have found this to be effective	Response Count
Through current helpers	1	0	0	1
By applications from ex-service users	0	1	0	1
Through word of mouth	1	0	0	1
Places of worship	0	1	0	1
Schools, colleges and universities	1	0	1	1
Local newspaper	1	0	0	1
Local events	0	1	0	1
Website	1	0	1	1
Volunteer Fair	1	0	0	1
Community Centre	0	1	0	1
Library	1	0	0	1
Doctor's Surgery	0	1	0	1
Volunteer Bureau / Centre	0	1	0	1
Employer's volunteering scheme	0	1	0	1
National newspaper	1	0	1	1
TV or radio	0	1	0	1
Other	1	0	0	1
If Other (please specify)				1

Comments: I would not identify ex service users as a group to target to this role (couldn't skip so put no). There is an issue around this, that funders like ex service users to work for an organisation, but given the

work we do this poses boundary issues and can be very complex and potentially untherapeutic for the ex client if they have not fully worked through their change in role.

Q4) How would you categorise Charity A Volunteer helpline in terms of their professional work?

	Number of Volunteers					
Options:	0	1	2	3	4	5
Are qualified therapists	0	0	0	1	0	0
Are training to become therapists or are studying a related field	0	0	0	0	0	1
Are in a similar field (i.e. medical, mental health)	0	0	1	0	0	0
Other	0	0	0	0	1	0

Comments - There is a trainee solicitor, trainer/works in another charity, working within a human rights organisation/role, out of work - worked in publishing. Of the 5 in training they are currently working in different daytime careers: managing an art gallery, housewife, drug/alcohol worker in a prison, & someone who wishes to retrain as a therapist but currently works as a receptionist at a bank.

Q5)

Please tick the response for each question that you believe is appropriate and correct. Results will then be compared to national statistics and results conducted by the Institute of Volunteer Research for volunteer managers or coordinators.				
Answer Options	Yes	No	Prefer not to answer	Response Count
Does the current time managing volunteers relate to the time anticipated?	1	0	0	1
Is responsibility for volunteer management in your contract?	1	0	0	1
Is there a specific budget for volunteers?	1	0	0	1
How long have you personally been working with volunteers?	1	0	0	1
Do you have previous line management experience?	1	0	0	1
Did you have experience of volunteer management before starting this role?	1	0	0	1
Have you been on any training or education courses in managing volunteers?	0	1	0	1
Do you feel that you receive sufficient support in your role?	0	1	0	1
Would some form of professional development be useful?	1	0	0	1

Re experience managing volunteers before this role they were trainees so volunteers on placement, however it was a very different kind of voluntary role as it was tied up with their training.

Which of the following professional development options would you prefer?	
Answer Options - You can pick more than one:	Response
Informal / experiential (on the job)	Yes
Coaching	No Answer
Personally led development (conducting own research)	Yes
Short training courses	Yes
Full accredited courses (9mths-1yr)	No Answer

Q8: Are volunteers recognised for their contributions? If so how? (this can include letters of thanks, long service awards, verbal recognition etc)

Verbal recognition, continuing professional training certificates which can be helpful for other job opportunities outside of this organisation, we will be getting involved with volunteer week june 2010 for the first time and also link with voluntary action camden - they have options for colleagues to be put forward for recognition which I'd like us to get involved with for future, so our volunteers are also recognised outside of Charity A.

Q9) Could you please list what you believe causes difficulty in retaining and recruiting volunteers?

Retention: 3 hour shift till 10pm, no guaranteed workload (can be very busy, then quiet), very part time so not seeing colleagues regularly, possibly not seeing manager (myself) much outside of monthly supervision or training. also issues around the venue: would be preferable to have a room/space just for helpline that won't be interrupted, however our current office does not fully allow this which is unlikely to change in the short term future (up to 5 years re funding). This organisation attracts people who may have experienced sexual violation themselves and in each of these occasions (when I've been made aware of it) the helpline tend to find it difficult when they start to take calls and drop out - it's discussed in interview, touched on as a theme in supervision and I also discuss this in my own line management - basically I make sure there are support systems in place but sometimes this work stirs up issues for people that they had not expected. Recruitment: seasonal variations over summer and easter months seems harder to recruit, not sure why.

I've been told that a 50% fall out rate is standard across voluntary organisations , this is post training i.e. within a few months. lastly we only ask volunteers to volunteer for a minimum of 1 year, perhaps we should ask for more, given that they are training to varying degrees over the first 5/6 months so it's a big time /cost input from us.

Q.10 How many times per year are you recruiting currently?

Louise Wheeler

It's 2-3 times per year typically. have booked 6-10 on each training, but taken 4-8 on each course (some drop out just before training). as a small organisation who wants to maintain 14 approximately we can't really manage more than 6 new helplineers at a time in terms of ongoing support, another supervision group, enough mentors etc

Q.11 If you were able to would you want to involve more volunteers in Charity A?

I think there are times when we have applicants who are keen to volunteer but are not suitable for the helplineer role or trustee, but we don't have any other role. We've considered a volunteer administrator before, but don't have enough work for an ongoing role; would be interested to consider other voluntary roles..

*** The survey is totally confidential and anonymous. Your input is greatly appreciated. As a formality would you please confirm that you are happy for your answers to be used as outlined.**

☐ Yes

☐ No

*** Please consider the below statements. For each statement please choose the answer that you identify most with.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I look forward to volunteering because of the social interaction I have in the office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering has had little impact on my personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer to make a difference in the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe volunteering gives me the opportunity to consider what is important in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The social events provided by the organisation are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because of the social contacts that I can make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because I believe you receive what you put out in the world(karma effect)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am volunteering because I believe that I am meeting a need in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer due to my religious/spiritual beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My motivation to volunteer is not based on a desire to help people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being appreciated by my organisation is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am motivated to volunteer because of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

opportunities within the role					
I started volunteering because my circumstances changed so that I now have the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer in order to develop personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because I am grateful to the organisation for which I volunteer and wish to give something back to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because it makes me feel good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because I feel that I can make important work connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because volunteering makes me feel important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering helps me deal with some of my emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organisation I volunteer for has helped me or someone that I care for and I volunteer as a way to say thank you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because volunteering keeps me busy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been in difficult situations and would like to offer support to others that are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see volunteering as part of my personal value system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because I feel that volunteering will help me to find out about employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not considering to volunteer until I saw an advert recruiting helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer because volunteering gives me an opportunity to build my work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being recognised for my contribution to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

society by people
outside of the
organisation is
important to me

Would you like to make any comments?

Are you

- ☐ Male
- ☐ Female

* How long have you been a volunteer helpliner?

- ☐ 0-3 mths
- ☐ 4-6 mths
- ☐ 6-12mths
- ☐ 1-2 years
- ☐ 2-3 years
- ☐ 3 years +

Thank you very much for your participation, it is greatly appreciated.

Appendix XII - Extract from Management Matters (2007) - Institute of Volunteer Research (IVR):

Figure 2.8: Proportion of time spent managing volunteers, by sector

	VCS %	NHS %	All %
Less than 25% of time	59	29	56
25-50% of time	22	16	22
50-75% of time	8	14	9
Over 75%, but not all of time	4	12	5
All your time	7	28	9
Base	1248	134	1382

Base: All respondents. Don't know (0) or refusal responses excluded.

Figure A.5.4: Difficulties experienced in recruiting volunteers, by the main activity of the organisation

		Art/Culture %	Sport/Recreation %	Ed. & research %	Health %	Social Services %	Advice & info %	Campaign/Community action %	General voluntary & community work %
Recruiting enough volunteers	A lot	25	26	21	15	26	24	23	27
	A little	39	47	41	35	34	37	39	38
	Not at all	36	27	38	50	41	40	38	35
Recruiting volunteers with the skills needed	A lot	28	27	24	19	25	26	23	22
	A little	30	34	36	33	38	37	41	41
	Not at all	42	40	40	49	37	37	37	36
Recruiting volunteers from a wide range of social and community backgrounds	A lot	32	28	26	20	30	31	29	28
	A little	22	33	31	29	31	36	31	30
	Not at all	46	38	43	51	40	33	40	42
Base		116-119	183-185	302-305	337-341	149-153	166-169	195-199	161-162

Base: All respondents. Don't know and refusal responses excluded.

Appendix XIV - Transcript of Interview with Volunteers

1. Are expectations of the role, potential personal challenges in terms of the nature of the work discussed prior to commencement of duties?

Volunteer A: "Expectations of the role were communicated during interview. Personal challenges arose and were addresses in the induction, during scenarios, role playing all preparation types of calls. However I can't remember if I was asked at interview stage as to whether I could foresee any personal challenges."

Volunteer B: "They bring it all down to earth in the training, I guess to see if you are committed." "I was asked if there was potential challenges that I might face, at first I shied away from it, but it was obvious that something was being triggered in me, the volunteer manager picked it up and invited me to be more verbal about what was bothering me." She said, " I am here to support you"

2. Can you confirm that the process of recruitment is as follows:

Candidates will apply via a standard application form, candidates will then be shortlisted, with subsequent interviews being held, candidates then attend a course induction training and then shadow helplineers for a few sessions until it is considered by the organisation and they feel ready to take calls on the helpline.

Volunteer A: "Yes I confirm the above"

Volunteer B: " Yes, that is my experience, I saw the ad on the internet - Guardian, I think. I thought it would be something that I might be able to contribute towards, I hadn't heard of Charity A until this point and I am really happy to be able to give something."

"I was asked what was I expected, what did I want to get from it. The main thing is that I care, its obvious, I have to give up weekends and evenings, I need to sacrifice, time is precious, so it showed me I want this."

3. Do you think it would be of use if volunteers were approached to see in the free time that they have whilst onsite (i.e. not on calls or write up) whether they wish to be involved in other organisational initiatives which could help them develop personally? If so what affect do you consider this would have?

Volunteer A: "This is the organisation that I have chosen to be involved with, if there is anything else that I could be involved with I would like to be. Its hard because its not like we get an opportunity to work with other people so I don't know what they might say. Personally I think its good, might help me to learn some things."

Volunteer B: "Yes, that would be great. I would be keen to fill out questionnaires or do some internet research or maybe read material provided." When asked about the new website development Volunteer B responded, "I would be up for being involved. Its great everyone has a point of view and it would be nice to be asked."

One of the volunteers was involved with the scoping of the new advertising campaign and "found that day rewarding, I'm still processing it and learning from it."

4. Do you believe that Charity A measures or considers volunteer helpline motivations and engagement?

Volunteer A: "I think they consider it but not measure it." Volunteer B concurred.

5. Do you see any evidence of any formal practices designed to understand engagement? (Supervision is carried out in the same format as clinical supervision.)

Volunteer A: "I believe that the organisation is trying to understand our engagement through supervision. We are encouraged by the clinical services manager to discuss in the group any problem, or concerns that we have had in the course of an evening, then she takes notes of the supervision and then emails this out to the helplineers who could not attend. She wants to know that whatever we are doing that we can handle it and not left with any kind of trauma, so she asks the following during supervision:"

"How did you feel when you took that call?" "How did you feel when you left the building?"

"How did do you feel now?" "Is there anything that you would have handled differently?"

6. Do you feel like you are developed in your role as a volunteer?

Volunteer A: "Its a work in progress, I think if you had no counselling skills it would take a longer time to develop, I am falling back on my counselling skills" and further added, "It feels that there was a focus on training at the beginning of me being a volunteer and then it lapsed. I went to one called, 'the mind of the perpetrator.' It was for a whole day and it was really good. What's weird now is that the group I was in didn't have to pay but when it was put out there again those who wanted to attend had to pay."

"I have been here 1 year and 4 months - I have done 3 training sessions, and the last one was before September, if not before. It would be definitely more motivating to have more courses. A menu based approach would be preferred, as choice is good. It would be great if every 3 months you do a course, I think if they have 2-3 courses a year it would be good. If all are at the beginning it loses momentum. It would be good to know what other courses are out there. "I must admit I have grown as a person during my time as a volunteer, I have suprised myself."

Volunteer B: "They care for you - they need the volunteers but it feels like they cherish you. They want to make sure that you are ready. That's why they still make a decision at the induction in case you are not ready."

He then went on to say that "experience is something that really counts, when you trip and stumble that's when the real learning happens"

7. What else would you like Charity A to provide you with to support your development?

Volunteer A: "Training in sexual abuse and courses relating to the subject matter."

Volunteer B: "Access to reading material would be really great or material that they could recommend. I can see that there are lots of books here in the office but you can't take the books away."

8. What else could Charity A do which would maintain or increase your level of motivation in terms of volunteering?

Volunteer A: "Sometimes we have callers, which don't quite fit into our category of callers we should be dealing with, I still like to give the person the time but be able to wrap up effectively, as there might be other people waiting. I could do with some development in that area."

"I believe if Charity A looked at volunteers individually they could maintain or increase motivation."

"To be kept informed of what is going on in the organisation, but that they are kind of doing that already."

Volunteer B: It would be great to be given the latest findings for the subject of male sexual abuse. It's a subject that seems to be moving at the moment. Keeping you up to date with things would be great because I would feel that I was learning"

"Getting involved with academic studies on the subject would be interesting. It seems to be one-way, we are given findings but the academic writers miss the point, miss the empathy, don't experience the human side, it would be good to give that to them for them to consider."

9. How would you describe the recognition given to you by Charity A?

Volunteer A: "I don't know, I suppose they had an event at Christmas, I think that's it."

Do you ever have verbal appreciation? Not that I can remember, but the clinical manager does say thank you if someone offers to do more."

Volunteer B: "They say you play a crucial part of Charity A - it comes up in training"

10. How do quiet periods affect you?

Volunteer A: "I feel that the time I find flies by - when you finish that call you may want to discuss the call and then maybe someone will call again."

"Even if I didn't take calls in the night, I believe I am still providing a good service in case someone calls."

Volunteer B: " Haven't had one yet"

11. When the clinical manager was asked "*Are volunteers recognised for their contributions? If so how?*" the following were confirmed as the types of recognition (non-financial rewards) that are currently employed by Charity A:

- Verbal recognition
- Continuing professional training certificates which can be helpful for other job opportunities outside of this organisation

Do you agree?

Volunteer A: "Yes I have 3 PTCs."

12. If we could do anything for you which would affect motivation what would it be?

Volunteer A: "They should do something especially for people that have been volunteering for years." "They should recognise long contribution in someway."

13. Would you consider one to one development sessions to be beneficial to you?

Volunteer A: "I think it would be interesting"

Volunteer B: "Yes I'd like to know how I'm doing."

"Feedback from callers would be useful - to whether we are doing a good job or not. I know (*****) asks the volunteer manager about the callers he speaks to , it would also be nice to know what happens to them."

Appendix XVI - Best Practice Frameworks for Volunteer Management

Appendix XVI (a) Investing in Volunteers (IiV) Accreditation Framework

Indicators	Practice
1 There is an expressed commitment to the involvement of volunteers, and recognition throughout the organisation that volunteering is a two-way process which benefits volunteers and the organisation	<ol style="list-style-type: none"> The organisation has a written policy on volunteer involvement that sets out the organisation's values for volunteer involvement and highlights the need for procedures for managing volunteers, based on principles of equality and diversity. Where the organisation has policies that relate to the involvement of human resources, volunteers should have their own equivalent policy and should only be included in general policies if appropriate. People at all levels of the organisation have been informed of, and can articulate the organisation's reasons for involving volunteers and the benefits to volunteers. The organisation adopts appropriate procedures for regularly reviewing volunteer involvement in the organisation, including policy and procedure.
2 The organisation commits appropriate resources to working with all volunteers, such as money, management, staff time and materials	<ol style="list-style-type: none"> The organisation designates responsibility for recruiting, selecting, supporting and protecting volunteers, to a key person or group of people within the organisation, and these responsibilities are clearly outlined in job or role descriptions and regularly reviewed. The organisation takes steps to ensure that those who supervise volunteers have the relevant knowledge and experience. Time is given during staff meetings to discuss volunteer issues. The organisation's annual plan includes objectives for volunteer involvement which are reviewed regularly. The organisation seeks to secure adequate financial resources to cover the running of the volunteer programme and ensure that all volunteers have the necessary resources and materials to carry out their role.
3 The organisation is open to involving volunteers who reflect the diversity of the local community and actively seeks to do this in accordance with its stated aims.	<ol style="list-style-type: none"> The organisation is open to involving volunteers from a wide range of backgrounds and abilities, and commits the necessary resources. Staff and volunteers are encouraged to embrace diversity among co-workers. Images and/or descriptions of the organisation reflect the diversity of the community, and are appropriate to the objectives of the organisation. Information about the organisation and ways in which volunteers can be involved is made as widely available as possible. The organisation monitors the diversity of the volunteer team, and implements procedures that aim to increase diversity and representation from the local community.
4 The organisation develops appropriate roles for volunteers in line with its aims and objectives, which are of value to the volunteers	<ol style="list-style-type: none"> A 'description' is drawn up for each volunteer role. The organisation sets out the necessary skills, attitude, experience and availability needed to carry out the role. If feasible, a variety of tasks is made available which will attract a range of people, while still meeting the needs and aims of the organisation. Where possible, tasks are adapted to suit the needs, abilities and interests of individual volunteers.



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Indicators	Practice
5 The organisation is committed to ensuring that, as far as possible, volunteers are protected from physical, financial and emotional harm arising from volunteering	<ol style="list-style-type: none"> An assessment of potential risk to volunteers is conducted when designing volunteer roles. Volunteers are covered by appropriate insurance. There is a clear policy on the reimbursement of volunteers' out of pocket expenses which is rooted in the organisational ethos, and which takes account of the organisation's financial situation. Volunteers' personal details are protected in line with Data Protection principles.
6 The organisation is committed to using fair, efficient and consistent recruitment procedures for all potential volunteers	<ol style="list-style-type: none"> People interested in volunteering are provided with clear information about the opportunities, the recruitment and selection procedure, what volunteers can expect from the organisation, and what the organisation's expectations are. Recruitment or matching procedures are appropriate to the volunteer role(s) and individual's needs and applied consistently. The organisation asks only for information needed in order to make a placement and this is recorded in a consistent manner. At some point in the recruitment procedure time is given to explore the individual's reasons for volunteering. Volunteers are informed if their application is unsuccessful and are offered feedback and are signposted to other organisations as appropriate. Where appropriate, potential volunteers are given further opportunities to find out more about the volunteering opportunities before committing themselves. The organisation takes a considered approach to taking up references which is consistent and equitable for all volunteers, bearing in mind the nature of the organisation's work and the volunteering role. The organisation's approach to the use of official checks takes into account the relevant Government guidelines, and the roles in which volunteers will be placed. The organisation has considered which types of convictions/disciplinary actions may or may not be relevant to the volunteering being undertaken.
7 Clear procedures are put into action for introducing new volunteers to their role, the organisation, its work, policies, practices and relevant personnel	<ol style="list-style-type: none"> All new volunteers are introduced to the relevant paid staff and other volunteers with whom they will come into contact. Volunteers are provided with the necessary information and/or training to carry out their role, including any policies as appropriate. There is clarity between the volunteer and the organisation about the boundaries of the volunteers' roles. Volunteers are advised how the organisation will address situations where the volunteer has behaved inappropriately. Volunteers are advised of the procedure to use if they wish to complain about their treatment by paid staff, users, committee members or other volunteers.



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Indicators	Practice
8 The organisation takes account of the varying support and supervision needs of volunteers	<ol style="list-style-type: none"> All volunteers know what forms of support/supervision the organisation offers them, and who to contact regarding their role. Either one-to-one and/or group support/supervision sessions are offered, as appropriate which are relevant to the level of responsibility and emotional demand of the role. Volunteers are aware that they can refuse demands they consider unrealistic, beyond the scope of the role or that they do not have the skills to carry out. Volunteers are asked for feedback about their role and their involvement with the organisation. Volunteers are informed of all relevant changes in the organisation which affect their role.
9 The whole organisation is aware of the need to give volunteers recognition	<ol style="list-style-type: none"> Management Committee/Trustees and paid staff recognise the value of volunteers' contributions and communicate effectively their appreciation to volunteers, both formally and informally. Volunteers have an opportunity to make known their views about the organisation's work, including its policies and procedures, and to participate in decision making. The organisation provides volunteers with the opportunity to continue developing their skills and talents within the roles on offer if appropriate. Volunteers leaving the organisation, who have made a regular commitment to it, are offered a reference and/or other statement of their achievements. The organisation endeavours to obtain feedback from volunteers leaving the organisation.



INVESTING IN VOLUNTEERS
UK QUALITY STANDARD for
organisations that involve volunteers



Appendix XVI (b) Management of Volunteers: National Occupational Standards (NCVO)

Role profile charts

Which of these activities are you currently doing, or would like to be doing? Or, if you're responsible for a manager of volunteers, what would you like them to do? Tick as appropriate.

Key area A Develop and evaluate strategies and policies that support volunteering			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> P	Contribute to the development of a strategy in an organisation that involves volunteers	Identify the organisation's stakeholders, their needs, preferences and other factors in order to make informed suggestions for improvements to the organisation's strategy.	A1
<input type="checkbox"/> B	Develop a volunteering policy	Identify how volunteers can contribute to strategic goals, assessing and managing the risks in involving volunteers, developing policy for integrating volunteers, and gaining understanding and support for your volunteering policy.	A2
<input type="checkbox"/> B	Develop structures, systems and procedures to support volunteering	Identify, evaluate, design and implement structures, systems and procedures and consulting on these with volunteers, other stakeholders (such as beneficiaries of volunteer work, individual or corporate funders, partner organisations and paid staff) and decision-makers (such as trustees, committee members and senior managers).	A3
<input type="checkbox"/> S	Develop plans to meet strategic goals in an organisation that involves volunteers	Drafting plans, identifying the resources needed to carry out your plans and gaining understanding and support for your plans from volunteers and other key stakeholders, such as beneficiaries, paid staff and partner organisations.	A4
<input type="checkbox"/> S	Evaluate volunteers' contribution to strategic goals	Evaluating your organisation's effectiveness in involving volunteers; assessing the contribution of volunteers to strategic goals; and communicating volunteers' contribution to both volunteers and other stakeholders (for example, the beneficiaries of the volunteers' work, partner organisations, individual and corporate funders, paid staff and decision-makers).	A5

Key area B Promote volunteering			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> S	Promote volunteering within your organisation	Helping internal stakeholders (such as trustees and committee members, managers and employee representatives) understand the role of volunteers and the contribution they can make to achieving strategic goals; helping people in your organisation support volunteers; and identifying and reducing barriers to volunteering within your organisation.	B1
<input type="checkbox"/> P	Promote volunteering to potential and actual volunteers	Encourage new people to volunteer; involve volunteers in your organisation and, where necessary, help them to change or conclude their role and contribution.	B2

Key area C Recruit and induct volunteers			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> P	Manage the recruitment and placement of volunteers	Specify volunteers' roles and the knowledge, skills and experience required; overseeing the recruitment and placement of volunteers; and agreeing mutual expectations with volunteers.	C1
<input type="checkbox"/> P	Advertise for volunteers	Identify the appropriate advertising media; drawing up and placing advertisements to recruit volunteers.	C2
<input type="checkbox"/> P	Recruit and place volunteers	Recruit and place volunteers; assessing with volunteers their suitability for volunteer roles and placing volunteers in suitable roles.	C3
<input type="checkbox"/> P	Manage the induction of volunteers	Identify volunteers' induction requirements; meeting them, preparing information and guidance materials and organising induction activities for them.	C4
<input type="checkbox"/> P	Induct volunteers	Help volunteers to understand how they can contribute to your organisation's goals and to fulfil their duties safely and effectively.	C5

Key area D Manage and develop volunteers			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> B	Plan, organise and monitor volunteering activities	Plan activities in line with your organisation's strategic goals, policies and procedures; organising volunteers and other resources; and monitoring activities to ensure requirements have been met.	D1
<input type="checkbox"/> P	Lead and motivate volunteers	Inform volunteers about their activities and responsibilities; supporting them during volunteering activities; and discussing activities and exchanging feedback with volunteers.	D2
<input type="checkbox"/> P	Support the development of volunteers' knowledge, skills and competence	Work with volunteers to help them plan and evaluate their learning and development, and making available suitable opportunities.	D3
<input type="checkbox"/> P	Provide one-to-one support to help volunteers develop	Establish parameters of support; helping volunteers to develop their skills and behaviours; and helping them apply their developing skills and behaviours to their role.	D4
<input type="checkbox"/> P	Enable volunteers to learn in groups	Preparing sessions, taking into account the diverse needs, abilities and preferences of the volunteers involved; facilitating the session through appropriate activities and management of the group dynamics; and reviewing and evaluating the session in order to improve future events.	D5
<input type="checkbox"/> P	Maintain records of volunteers	Gather and record personal information about volunteers within the parameters of data protection legislation and using the personal information in line with confidentiality requirements.	D6
<input type="checkbox"/> P	Manage volunteers' expenses	Reimburse expenses, maintaining records of expenses and dealing with anomalies in line with your organisation's policy.	D7
<input type="checkbox"/> P	Help address problems affecting volunteers	Help volunteers to address problems affecting them, which may be work, social or personal problems, and helping to address problems with volunteers' performance and conduct.	D8

Key area E			
Manage yourself, your relationships and your responsibilities			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> S	Manage and continuously develop your resources for managing volunteers	Identify and evaluate your own values, motivations and aspirations; managing your own time and personal resources to achieve your objectives; and continuously developing your own knowledge, skills and competence in managing volunteers.	E1
<input type="checkbox"/> S	Manage and continuously develop your own and others' capacity for managing volunteers	Identify and evaluate your own values, motivations and aspirations; managing your own time and personal resources to achieve your objectives; continuously developing your own knowledge, skills and competence; and contributing to the wider pool of knowledge about managing volunteers.	E2
<input type="checkbox"/> P	Develop productive working relationships with volunteers and other stakeholders	Develop productive working relationships with volunteers, colleagues, your manager and external stakeholders (individuals or organisations who have a legitimate interest in your work).	E3
<input type="checkbox"/> B	Promote productive working relationships between volunteers and other stakeholders	Ensure that volunteers work effectively together and with other stakeholders, such as paid colleagues within your organisation or partners from other organisations; ensuring that there is mutual understanding of each others' roles, responsibilities and unique contributions to your organisation's goals; and dealing with interpersonal conflicts if these arise.	E4
<input type="checkbox"/> S	Develop and maintain partnership working to support your volunteering	Identify and evaluate individuals and organisations that can support your volunteering strategy; agreeing mutual expectations and protocols; and working in partnership with these individuals and organisations.	E5
<input type="checkbox"/> B	Identify, assess and control health and safety risks	Identify and evaluate potential hazards; determining health and safety risks; and determining and implementing risk control measures and safe systems of work.	E6

Key area F Provide management support for volunteering programmes			
✓	Unit title	Unit overview	Ref
<input type="checkbox"/> S	Promote your organisation and its services to stakeholders	Communicate the benefits of your organisation and its activities, and services to stakeholders, such as the local authority, funders, commissioners, partners, and service users.	F1
<input type="checkbox"/> P	Manage projects involving volunteers	Plan and prepare projects; manage the running of projects; and complete and evaluate projects involving volunteers. An important feature of effective performance in this standard is close liaison with stakeholders such as volunteers, paid staff, decision-makers (e.g. trustees, committee members, senior managers), beneficiaries, partner organisations and funding organisations.	F2
<input type="checkbox"/> S	Obtain funds for your organisation's volunteering policies and plans	Identify sources of funding; preparing an application; and negotiating and agreeing funding. In identifying funding sources it is important to consult widely with decision-makers (such as trustees, committee members and senior managers) and stakeholders (such as volunteers, those who benefit from their work, paid staff, partner organisations and existing funders). Development workers/funding officers at your local Council for Voluntary Service (CVS) or equivalent infrastructure organisation may be able to help identify sources of funding.	F3
<input type="checkbox"/> B	Manage an expenditure budget for volunteering activities	Using your financial resources effectively and efficiently for specific projects and programmes of work; developing a budget for the financial resources you need and controlling expenditure against this budget.	F4
<input type="checkbox"/> P	Procure supplies for volunteering activities	Obtain the supplies you need on advantageous terms and ensuring that these are delivered in line with the quantity, quality, and time parameters agreed; identifying and selecting suppliers of both goods (equipment, stationery, etc) and services printing, consultancy, cleaning services, etc); negotiating and agreeing terms; and monitoring the performance of suppliers.	F5
<input type="checkbox"/> P	Manage physical resources for volunteering activities	Show that you can efficiently and safely manage the physical resources needed for the volunteering activities for which you are responsible. It involves identifying and planning the resources you and your team will need, obtaining those resources and monitoring their use.	F6
<input type="checkbox"/> P	Organise events involving volunteers	Organising events that involve volunteers, such as meetings, seminars, forums, internal conferences, promotional events and social events; planning events; locating and arranging venues; organising resources; arranging attendance; co-ordinating events; and evaluating events.	F7
<input type="checkbox"/> S	Manage the quality of services involving volunteers	Set quality standards and assure the effectiveness of service provision, as well as implementing improvements in the quality service provision; establishing quality standards; assuring quality in line with quality standards; and improving the quality of service provision.	F8
<input type="checkbox"/> P	Lead and participate in meetings involving volunteers	Facilitating meetings so that objectives can be achieved; chairing meetings and attending meetings as a participant.	F9
<input type="checkbox"/> P	Manage information for volunteering activities	Gathering and storing information; analysing information; using information to take decisions; and communicating information and knowledge.	F10
<input type="checkbox"/> S	Report to external agencies about volunteering activities	Identifying and gathering information required by external agencies; and reporting to external agencies in line with requirements.	F11

Appendix XVI - Learning and Development Options for the Volunteer Manager

Options	Self-directed learning	Volunteer management short course - at course venue	Volunteer management longer course - at course venue	Volunteer management longer course - distance learning	General Management Course
Example Method	* Increase familiarisation with best practice and accreditation frameworks Papers by the IVR *Publications and journals	* Day delegate or residential short courses. (Eg: Volunteer England hosted an event 24-25 Mar 2010. Directory of Social change run regular 2 day volunteer management courses.)	NVQs in Volunteer Management (Levels 4 - for managers & 5 for senior managers)	Certificate In Volunteer Management (Lantra Awards Level 3 Advanced)	"PgDip/MSc in Voluntary Sector Management - Cass Business School, City university."
Accreditation	X	X	ILM	CIM	PgDip/MSc
Benefits	* Increase familiarisation with best practice and accreditation frameworks * Papers by the IVR * Publications and journals.	Opportunity for self reflection and realisation of personal and organisational development needs	"Development in Volunteer Management and general management principles - "Level 5 covers volunteering policy; structures and systems to support volunteering"	Reinforce current understanding of volunteer practice and management	Intended for " graduate level staff with 3+ years of charity management experience who wish to extend and formalise their skills in this area." Covers all the management development areas needed

Options	Self-directed learning	Volunteer management short course - at course venue	Volunteer management longer course - at course venue	Volunteer management longer course - distance learning	General Management Course
Disbenefits	Potentially more time consuming, application of knowledge may not be optimal if reflective practice is not strong	Often learning outcomes are vague	Intake is yearly, travel involved for modules	Learning level is quite basic, Aimed at junior managers	Cost
Cost	Low Budget available for books	Low - mid £250 to £500 Budget available for this	Mid £500 - £700 Budget available for this	Low £150	High £5000 - PgCert £8250 - Msc
Timescale	Immediate	Within 6 months	Within 6 months	Immediate	Within 6 months
Overall Feasibility	High Dependency is on the Volunteer Manager's motivation - no other constrictions.	High If notice is given, time can be managed.	High If notice is given, time can be managed.	High Dependency is on the Volunteer Manager's motivation - no other constrictions	Medium Dependency is on the Volunteer Manager's motivation plus board sign off.

Appendix XVI - Module breakdown for PgDip/MSc in Voluntary Sector Management

PgDip/MSc in Voluntary Sector Management
The course modules include Voluntary Sector Policy, Human Resource Management, Marketing and Fundraising, Strategy and Governance, Fieldwork Exercise, Organisation, Leadership and Change & Managing People and Quality.

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